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ABSTRACT

This revised curriculum guide, one of nine sequential manuals for elementary and secondary teachers and administrators, is designed to prevent drug misuse and abuse through activities for developing students' affective and cognitive skills. The introductory section presents the rationale for the school-community drug abuse prevention program including a discussion of the school's responsibilities, parent and community involvement and suggestions for obtaining program support; the philosophy and design of the curriculum; methods for evaluating the curriculum; instructions to the teacher; a detailed sampling of teaching methods; a topical outline of the drug education curriculum, K-12; characteristics of early and late childhood; and an activities index by grade level. The format for the instructional units consists of concepts, learning objectives and activities, and teacher information and resources. A materials list, worksheets and illustrations are also included for each unit. The activities for the third grade level focus on self-image, responsibility for risk taking, group dynamics, body balance, and assuming responsibility for health. Appendices referred to in the curriculum guide are available as separate, periodically updated bulletins. (JAC)

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ED228553

HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

DRUG EDUCATION CURRICULUM

GRADE THREE

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The University of the State of New York/THE STATE EDUCATION DEPARTMENT

Bureau of Drug Education

Albany, New York

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FOREWORD

This new Drug Education Curriculum Guide is one of nine separate documents - one for each elementary grade level, K-6, one for junior high, and one for senior high. The curriculum is intended for use in all of the schools, public and nonpublic, in New York State. It was developed as a direct result of the Board of Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. The Plan was adopted by the Board in May 1979 in response to the problems of substance abuse which have and continue to be of great concern in our society.

The curriculum provides school administrators, Health and Drug Coordinators and teachers with direct assistance in meeting the requirements of New York State Statute Chapter 982, 1977 (Education Law, Section 804) and insuring compliance with the Regulations of the Commissioner of Education, particularly Sections 135.1 and 135.3.

A cooperative school/community relationship is essential to the development of a comprehensive drug education program in which this new curriculum can be the foundation piece. While the curriculum can be implemented without extensive inservice education, an orientation workshop would be helpful and is recommended. The actual use of the curriculum will in itself be an inservice experience for the teachers.

It is generally acknowledged that the cost of substance abuse in our nation is enormous. A recent report of the U.S. Office of Drug Abuse Prevention estimates our annual cost to be: alcohol - $42.7 billion, tobacco - $25 billion, and drug abuse - $10.3 billion. While a large portion of these costs are appropriately targeted for treatment and rehabilitation, it is very important to focus more attention on the implementation of primary prevention programs. The logic of effective primary prevention as a means of reducing the costs of rehabilitation and treatment would seem to be self-evident; yet it is unfortunately often overlooked in assigning funds for the development and implementation of programs. While it is, and should be, a matter of priority that the afflicted receive our first attention, many of those not afflicted, if neglected, may soon join them. A majority of students in our schools today need help in acquiring some of the attitudes and skills included in this curriculum to enable them to be responsible for using substances wisely to maintain health.

In addition to this Drug Education Curriculum, the Bureau of Drug Education has prepared other supportive curricula and documents. These include: Alcohol Education Curriculum, Tobacco Education Curriculum, Elementary and Secondary Annotated Resource Guides and School Smoking and Drug Policy Guidelines. School authorities can obtain copies of these materials by writing to: Bureau of Drug Education, 960 EBA, Albany, NY 12234.

Anthony J. DiBenedetto, Chief
Bureau of Drug Education

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Appendices referred to in the curriculum are available as separate, periodically updated bulletins. Single copies for local duplication may be obtained from the Bureau of Drug Education, State Education Department, Albany, NY 12234. Titles planned at press time include those listed below. (New titles may become available, or may replace these.)

- A Definition of Drug Abuse Prevention
- Alcohol and Drug Abuse Prevention Materials of Special Interest to Minority Groups
- Alcohol and Drug Education Resource Agencies
- Alcohol, Tobacco and Drug Education Periodicals
- Alcohol/Drug Interactions Fact Sheet
- The Alternatives Concept
- Communication with Doctors and Pharmacists: A Guide to the Wise Use of Prescription Drugs
- Drug Abuse Prevention Bibliography for Parent Education
- Drug Education References for School Staff
- Packaged Programs for Health and Drug Education
- Possible Signs of Drug Misuse or Abuse
- Selected Materials for Parent Education in Drug Abuse Prevention
- Student Drug Use in America: Overview of Key Findings

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM

THE SCHOOL'S ROLE

Drugs are a part of everyday life in our society, and drugs and drug paraphernalia may usually be obtained by those who wish to use them. While there are many ways to approach the problem of drug misuse and abuse - through legislation; incarceration; controls on growing, manufacturing and marketing; increased supervision of young people, etc. -clearly the most effective approach is to remove the self-destructive and/or misdirected motivations of people who engage in drug misuse and abuse behavior.

While schools cannot achieve this goal alone, they can help lead the way. School drug education programs can promote and direct positive motivations in children through the integration of knowledge with affective skills development; also, schools are perhaps uniquely able to serve as catalysts for bringing communities together for a cooperative effort in a supportive environment.

As a cooperative school-community program progresses, participants will become aware that their efforts are not only leading them to make an impact on the problem of drug abuse among youngsters, but they are also producing healthy side-effects. These side effects have far-reaching implications for overall health, school achievement, improved attendance and reduced vandalism and delinquency. A new sense of pride and purpose grows among all those involved in, and affected by, the program.

SCHOOL RESPONSIBILITIES

All schools have several basic responsibilities for drug abuse prevention programs, as outlined by Education Law, Section 804, Commissioner's Regulations as they apply to all of Health Education, and the Regents Action Plan to Reduce Alcohol and Drug Abuse in the Schools. These include:

1. To provide all students, K-12, with an instructional program designed to develop the attitudes and skills required to make healthy decisions.

2. To involve students in activities that contribute to their sense of self-worth.

3. To insure that the instructional program is conducted by teachers with adequate preparation who provide healthy models for their students.

4. To integrate learning with related subject areas in a manner supportive of program objectives.

5. To coordinate in-school programs - education and service - for more effective drug abuse prevention.

6. To coordinate school programs with those offered by the community, cooperate with community agencies and utilize community resources to reinforce learning in both settings (school and community).

7. To develop, for general publication, written policies and procedures for handling all drug-related situations which may occur on school property. These policies and procedures should emphasize: 1) referral processes that

demonstrate a desire to help and rehabilitate students and faculty with drug-related problems and 2) "due process" for students or staff members charged with violations of school policies or laws.

8. To involve parents, students, community agency professionals and community leaders along with school staff in planning program policies and reviewing or participating in other aspects of the program.

OBTAINING SUPPORT FOR PROGRAM IMPLEMENTATION

Basic to the success of the school drug abuse prevention program is the support obtained from the school board, administration, parents, and the community at large. Where to begin is a judgment best made locally. Some suggestions regarding what to begin with may help you decide the most productive route in your district or school. Before you start, it is suggested that you have:

1. A clear understanding of the school's role in preventing substance misuse and abuse and of effective teaching methods for meeting this goal (e.g., an emphasis on positive self-concept and the development of life skills, with drug information presented within the context of affective objectives).

2. Statistics from recent surveys regarding drug misuse and abuse among youngsters on national, state and local (if available) levels.

3. A list of key people in the community whom you believe will be supportive.

4. Support from community agencies and experts. (It is a good idea to call or visit the March of Dimes, Council on Alcoholism, Community Mental Health Center, Drug Abuse Council and/or County Health Department, for example.)

5. A list of community, state and federal resources that can be used in the program. (See chart, p. x, for ideas.)

6. Ideas for promoting cooperative efforts to meet needs and fill possible deficiences.

PARENT AND COMMUNITY INVOLVEMENT

In a society such as ours, where young people are frequently encouraged to be independent and to make their own decisions, it is imperative that the school, the home, and the community cooperate in providing consistent and supportive policies, leadership and messages that guide youngsters rather than confuse or alienate them.

Such underlying causes of drug abuse as stress and anxiety, negative peer pressure, low self-esteem, inability to cope with emotions, and a lack of positive alternatives must be recognized and addressed concurrently in schools, at home, and in the community at large. Plans for action must compliment one another so that the youngster feels a sense of direction and consensus in communications with his or her teachers, parents or support people in the community on questions dealing with drugs or drug-related issues.

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM, CONT'D

The school can take the initiative in bringing together the domains of school, home and community to develop a comprehensive and well-coordinated drug abuse prevention plan. The plan should be based upon a statement of philosophy, which incorporates the following premise:

If our young people have:

- acquired basic concepts regarding health-related matters;
- a positive view of themselves and their ability to exercise a measure of control over their lives;
- family and friends to turn to in times of stress;
- fulfilling and supportive experiences in schools, families, and other social environments;
- experiences in making personal decisions based on their own values, and on the consequences of their behavior...

they are less likely to misuse and abuse drugs.

The success of even the best-planned school program will greatly depend upon the degree of cooperation and support which community, school and parent groups are willing to offer. The greater the amount of parent and community involvement, the more hopeful the school can be that its concentrated efforts will fall on fertile ground. Some specific ideas to insure parent and community involvement are:

1. The district/building Health or Drug Coordinator is primarily responsible for identifying community resources relating to drug abuse. This information should be compiled and made available to school staff.

2. Community agency personnel or other community professionals with an interest in drug abuse prevention should be encouraged to make presentations to the school board, school administrators and other appropriate audiences.

3. A Community Awareness Day: As soon as a district steering committee has been formed and resources have been identified for implementing the program, a Community Awareness Day should be planned. The main purposes of the Community Awareness Day are 1) to receive input from parents and community members regarding their needs, interests and concerns and 2) to establish a solid basis for follow-up meetings and plans involving those persons who are willing to make a commitment to the program. Since this introductory event can be crucial to the eventual success of the program, it must be planned carefully. Appropriate school and community personnel should be identified to present clear, accurate information on school and community drug-related issues and concerns. Roles and responsibilities for drug abuse prevention and education programs and the need for the involvement, cooperation and support of parents and community members must be emphasized. Questions or concerns that attendees are likely to raise should be anticipated, to gain a measure of control over what may be an emotional subject for many. Student representatives should be encouraged to attend to present their views and reactions.

4. Community professionals and parents should be invited to serve on school committees related to policy development, to program, to curriculum development and evaluation, and to materials review.

THE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM, CONT'D

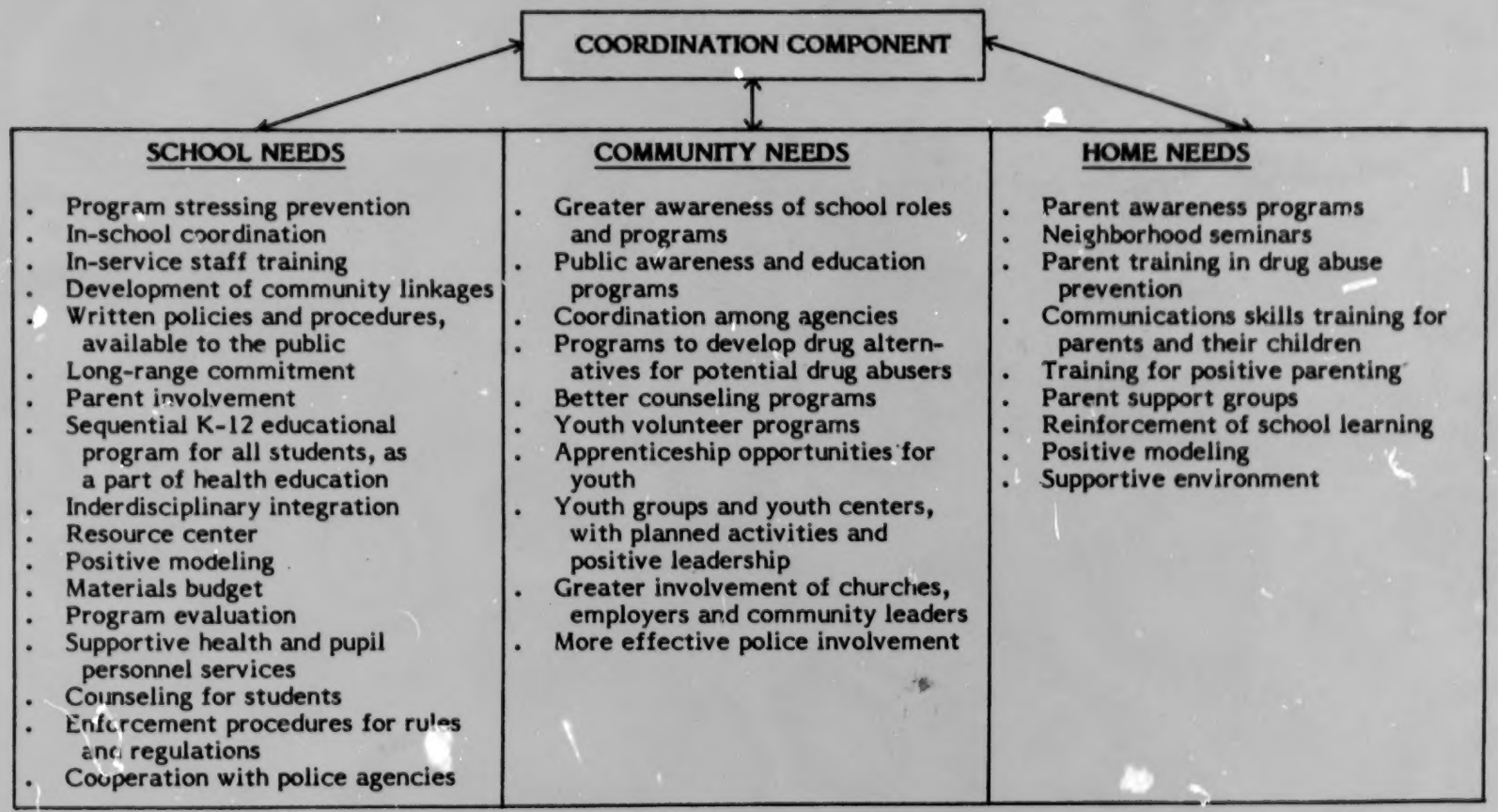
5. Student activities should extend beyond the classroom into home and community. Student surveys, interviews and research assignments provide ways to relate learning to life experiences. Student-produced audiovisuals, plays, demonstrations, debates, pamphlets, etc. can promote parent and community interest in and support for the program.

6. Parent groups should be enlisted to assist in identifying the needs of parents in the community, in obtaining resources to meet these needs and in getting parents and other community members involved in positive approaches to drug abuse prevention.

7. Parent education should be an integral part of the program. Many approaches can be used: take-home material, neighborhood seminars, adult continuing education classes, parent-child communication seminars and workshops in parenting skills, to name a few.

8. "Back-to-school nights" should be arranged to give parents an opportunity to observe classroom activities and student work related to drug education.

COMPONENTS OF A COMPREHENSIVE SCHOOL-COMMUNITY DRUG ABUSE PREVENTION PROGRAM


COORDINATION COMPONENT
SCHOOL NEEDS
. Program stressing prevention
. In-school coordination
. In-service staff training
. Development of community linkages
. Written policies and procedures, available to the public
. Long-range commitment
. Parent involvement
. Sequential K-12 educational program for all students, as a part of health education
. Inderdisciplinary integration
. Resource center
. Positive modeling
. Materials budget
. Program evaluation
. Supportive health and pupil personnel services
. Counseling for students
. Enforcement procedures for rules and regulations
. Cooperation with police agencies
COMMUNITY NEEDS
. Greater awareness of school roles and programs
. Public awareness and education programs
. Coordination among agencies
. Programs to develop drug alternatives for potential drug abusers
. Better counseling programs
. Youth volunteer programs
. Apprenticeship opportunities for youth
. Youth groups and youth centers, with planned activities and positive leadership
. Greater involvement of churches, employers and community leaders
. More effective police involvement
HOME NEEDS
. Parent awareness programs
. Neighborhood seminars
. Parent training in drug abuse prevention
. Communications skills training for parents and their children
. Training for positive parenting
. Parent support groups
. Reinforcement of school learning
. Positive modeling
. Supportive environment

SOURCES OF HUMAN AND/OR FINANCIAL ASSISTANCE

* School District
* BOCES
* Local Government
* County Groups
* State Government
* Federal Government
* Health and Drug-Related Agencies
* Church Groups
* Service Groups
* Professional Organizations
* Colleges, Universities
* Chamber of Commerce
* Independent Business Groups
* Police Departments

PHILOSOPHY AND DESIGN OF THE CURRICULUM

The primary focus of the Drug Education Curriculum is prevention of drug misuse and abuse through combined cognitive and affective development. Research has shown that drug education programs which include objectives that enable students to:

- learn credible information;
- improve their self-concepts, (self-images);
- communicate effectively with others; and
- solve problems and make informed, responsible decisions

result in significant reduction of:

- referrals for drug-related activities and absences;
- instances of disruptive behavior among students; and
- instances of school property damage.

Research has also shown that information is a factor which influences values, problem-solving, decision-making and risk-taking behaviors. To influence behavior positively, however, information must be contained within the broader context of affective skills development.

The affective model upon which this curriculum is based has three components: The development of self-image and positive self-concept; the development communication skills; and the development of coping skills.

The Development of Self-Image and Positive Self-Concepts: Research demonstrates that young children exposed to affective educational activities and materials, designed to improve self-concept and acceptance of others, significantly improve their self-concepts. Individuals with poor self-concepts are more likely to misuse and abuse drugs than individuals with positive self-concepts. Significant reduction of drug use was also found among students exposed to humanistic education, which includes values clarification and values sharing programs. Current data suggests that values clarification and values sharing exercises have positive outcomes for drug abuse prevention education. The Drug Education Curriculum includes objectives and activities designed to improve self-concept, and acceptance of others. It also implements values clarification and values sharing at all levels.

Development of Communication Skills: Skills in effective interpersonal communication enable students to realize a measure of control over their lives and environment. These skills help them to express themselves clearly in a positive and acceptable way, listen actively to others, and share and accept thoughts and feelings as a part of meeting their own needs and those of others. They also help students to bridge communication gaps with parents and other authority figures.

The practice of non-judgmental interaction and sharing has been found to reduce drug use. Sharing thoughts and feelings in a supportive atmosphere enables students to broaden their awareness and acceptance of alternatives to drug use for changing feelings and meeting needs. Assertiveness skills help students resist the pressure of peers to behave in ways that are against their own better judgement. Skills in dealing with stress and pressure can prevent some students from turning to drugs for this purpose. The Drug Education Curriculum includes sequential attention to the development of these skills.

The Development of Coping Skills: Problem-Solving/Decision-Making. Research has indicated that problem-solving/decision-making processes can be taught effectively to fifth and sixth graders and that, in considering drug decisions, these students expressed healthy attitudes regarding drug use. One approach to decision-making is the force-field analysis. The force-field analysis has been identified as an effective means of teaching students to focus on pressures operating in a particular environment. The Drug Education Curriculum develops problem-solving/decision-making skills, including the force-field analysis, and integrates activities related to problem-solving/decision-making throughout the program.

Features of the Drug Education Curriculum:

1. The curriculum is designed for direct teacher use in the classroom, rather than as a reference document for a local writing committee. Thus it has been printed as nine separate booklets: seven for K-6, one for junior high and one for senior high.

2. The curriculum is a self-teaching and reference document, as well as a teaching guide, which includes background information, descriptions of teaching methods, suggestions for evaluation and the use of community resources and other helps.

3. The curriculum is sequential. While each grade offers a complete grade-level curriculum, following grades build on and reinforce previous grades without repetition beyond what is needed for review.

4. Concepts represent threads of continuity running through the entire K-12 program.

5. Objectives may be grade-specific, may be developed sequentially to build on a previous grade, or may skip one or more grades, then reappear for review or more sophisticated development. Objectives are worded behaviorally and measurably.

6. Few activities are repeated, although similar experiences are provided on several levels. An effort has been made to include alternate activities - basic and more advanced, individual and group, those that require materials or audiovisuals and those that do not - wherever possible, to meet the varying needs of classroom teachers, and their students.

7. Activities requiring films, storybooks or other materials which must be purchased (other than essential references) are designed to be supplementary rather than basic to the curriculum.

8. Of the materials listed for each grade, only a few basic references and soft material supplies are required to implement the curriculum. Worksheets for teacher duplication are included for each grade. Information sheets, story pictures and patterns are also provided.

9. A column at the right-hand side of each curriculum page provides the elementary teacher with a reference for subject integration of material and the Health Coordinator with suggestions for coordinated efforts with teachers of other subject areas at the secondary level.

10. At the end of each concept, a Culminating Concept Evaluation Activity is included to provide the teacher with feedback from students relating to each completed section.

11. A tear-out Evaluation Form at the end of the guide allows the teacher to become a participant in State level assessment and revision of the curriculum.

The district/school Health or Drug Coordinator is primarily responsible for insuring that teacher selection of activities and resources is coordinated sequentially. The district/school Health Education Curriculum Committee may also choose to adapt the curriculum to local needs and resources through Committee selection, in consultation with teachers, of grade level activities and materials.

CURRICULUM EVALUATION

Evaluation is built into the Drug Education Curriculum, and occurs as the teacher develops a unit as well as at the completion of a unit. During evaluation, information is gathered which focuses on the program, the student's learning and progress, the classroom environment, and the curriculum content. The feedback received can be used to shape the course of study to better suit the needs of teachers and students.

A variety of methods have been used in this Drug Education Curriculum to help gather evaluation data:

1) **The curriculum is designed to be self-evaluative.** Objectives are written in measurable terms and activities are designed so that their completion involves students as active, observable participants. Thus observation of student behavior frequently provides the teacher with a means to assess student progress and goal attainment. Extra support can be provided for those students who experience difficulty with specific activities or in achieving specific objectives.

2) **Record-keeping** is suggested after the development of each concept throughout the curriculum. These records should reflect the progress of the students. Attitudinal learning activities can be augmented for those students who require support in order to achieve the defined behaviors. Teachers are also encouraged to note activities which were received with enthusiasm and those which required further development. The curriculum is personalized and shaped to meet the needs of most teachers and students.

3) **Culminating Concept Evaluation Activities** are included in the curriculum. Cognitive tasks, including paper and pencil activities, are used to evaluate content learning. Question activities are written which require students to respond at different cognitive levels. Questions of knowledge, application interpretation, analysis, and synthesis are used to make the paper and pencil tasks more interesting and viable. Open-ended evaluation sheets for students to complete are also included at each grade level. Students are invited to actively participate in providing feedback about information and activities. In this way, the curriculum is shaped by the students to meet the needs of future students.

4) A tearout **Evaluation Form** is provided at the back of each curriculum booklet. Teachers are asked to fill out this form when they have completed their Drug Education Unit and return it to the Bureau of Drug Education, New York State Education Department. The form solicits the reactions of teachers to the Curriculum Guide and opinions which students provided through evaluation activities in the curriculum. These forms will be used by the Bureau to guide the preparation of future guides.

EVALUATION REFERENCES

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TO THE TEACHER: HOW TO USE THIS GUIDE

Each grade level Drug Education Curriculum Guide is divided into three sections: 1) an introductory section, 2) instructional units and 3) appendices.

The **INTRODUCTORY SECTION** provides teachers with necessary background information for the successful implementation of the instructional program. Introductory material is page-numbered with lower case Roman numerals.

The **INSTRUCTIONAL UNITS** include a preliminary materials list and three to four concepts, each with two or more objectives, sequentially arranged, and one or more activities per objective. Accompanying worksheets, illustrations, etc. are contained within the instructional units.

The **APPENDICES** include a variety of reference materials of interest to teachers and other school staff. A glossary of terms is included in grades 5-Senior High. Other appendices, formerly included in each booklet, are now available as separate, periodically updated, bulletins. Single copies for local duplication may be obtained from the Bureau of Drug Education, State Education Department.

It is recommended that teachers use a procedure similar to the following when using this guide:

- Read through the introductory section to gain a thorough understanding of the task to be undertaken, not only within the classroom, but also on a broader scale.
- Scan the instructional units and appendices to get an overview of what they include.
- Identify any weaknesses in personal preparation for teaching basic material and initiate plans to help strengthen these weaknesses.
- Talk to other teachers, staff, etc., to gain perspective on district goals and plans or to stimulate the development of these where they are in need of augmentation or revision.
- Discuss with previous and later-grade teachers, and with the Coordinator, the objectives that need emphasis in your particular grade or class, to insure that district priorities are met, that the K-12 program has continuity, that your time is used efficiently and that related subjects are taught in a manner supportive of the curriculum.
- Plan your activity schedule. Determine the time available by reference to district priorities, the total school health curriculum, identification of overlapping objectives with other areas of health and possibilities for integration of material with other subjects.
- Based on the characteristics of the class, the materials available to you and your personal judgement, select the activities you will use from those suggested. Note that each concept includes a Culminating Concept Evaluation Activity at the end. Where this is to be used, students need to be involved in activities that will enable them to perform the required task.
- Meet with the school librarian or resource center supervisor to discuss materials required. Determine if they are already available or if they may be acquired and how long it will take to acquire them. This should be done several months before the materials are needed, as some distributors, such as the National Clearinghouse for Drug Abuse

- Information, require some time to respond to orders. Of course, district deadlines for spending must also be considered. If all teachers can consolidate and prioritize their materials requests before submission to a librarian or purchase agent, it will insure fairness, and identification of those materials most important to the program.

- Enlist the help of the Health or Drug Coordinator to identify the resource persons and agencies you will use and call, write or visit them--whichever is most appropriate--to discuss your needs and mutual schedules. This is best done as a cooperative activity of all relevant school staff, coordinated and assisted by the Coordinator.

Teachers will recognize many of the concepts and objectives contained in this curriculum as basic to the development of the child and preparation for life and learning in its broadest sense. The goals of positive self-image, self-confidence, self-discipline and self-motivation for students should permeate all school programs and every teaching-learning situation; they should not be seen as "drug education" or "health education" goals alone. They are specifically and purposefully expressed and integrated here, because educational research has demonstrated that drug education programs which focus primarily on content, without adequate attention to motivations and other psychosocial factors, are not effective in preventing drug misuse and abuse. Content-oriented drug education programs may even promote student involvement in the drug scene.

The attitude a teacher conveys makes a deeper and longer-lasting impression on students than all the factual statements in a text or pamphlet. We all teach more by the kinds of people we are than by the teaching we do; no matter what content the teacher is teaching, the student is feeling an emotional response and learning an attitude as well. Experiences gained in a positive, motivating atmosphere produce lasting, positive effects on students. Teacher awareness of these factors can greatly increase the long range effectiveness of any instructional program.

A SAMPLING OF TEACHING METHODS

The methods you use in drug education will make all the difference between classes that are boring, alienating and ineffective in preventing drug-related problems and classes that will get students actively involved in learning and doing things that will give them the facts they should know to make responsible decisions about drug use, while helping them to develop an understanding of health, motivations and behavior.

A variety of methods will make it easier to adapt to individual differences among students. No one method or procedure is suited to every objective or purpose, i.e. a method that is appropriate in one learning situation may not work in another.

The following teaching methods are offered as a pedagogical assortment from which the teacher may choose and adapt those best suited to his or her talents, the classes taught, and the objectives selected.

FEELING CIRCLE

The Feeling Circle is particularly useful with elementary pupils. It can be used as a sharing or problem-solving method for the class, a group or an individual pupil. A small group sits in a circle, usually with the teacher as discussion leader, sharing reactions and ideas.

The feeling circle gives the teacher an opportunity for developing pupil skills in self-expression, listening to others, taking turns, attending to and remembering what was said, and learning to think before they speak, among others. Pupils learn, as a result, to express their feelings, needs and ideas in ways that are socially acceptable and thus effective for them.

BRAINSTORMING

Brainstorming can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming develops an awareness of a range of possible alternatives, often bringing out some very useful suggestions. An important element of brainstorming is that the students themselves have provided the suggestions: they are active participants in the learning experience.

Brainstorming can be done as a full class or small group activity. The procedure is described below. It is suggested that the teacher introduce the process to students using a simple example, such as the one given in #3.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide the class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many ways as they can to celebrate a birthday. The recorder lists these on the paper.

4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Decide which ideas can be put into effect.
8. Select a planning committee to combine ideas.

As a followup to the activity, ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Were many good ideas expressed?
3. Can you think of other times we might use this method of sharing ideas in the class?

LECTURE-DISCUSSION

A drug education program that relies heavily on lectures, whether presented by the teacher, an outside resource person or through media, will not be effective in meeting the goals of prevention. When used properly, however, the lecture-discussion method may be the best way to handle a particular objective.

Lecture-discussions may be used to present case studies, hypothetical situations, critical issues or other motivating topics to arouse student interest and set the stage for student activities that follow. Demonstrations may also be included, such as one given by hospital personnel of life-saving techniques. Wherever possible, background information about drugs and drug-related topics should be researched by the students themselves, rather than presented in lecture format by the teacher. The teacher's role is to guide student activity, raise questions and evaluate student progress.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions, while also encouraging students to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally-based, question erroneous statements and make authoritative references available to the students.

FISH BOWL

The Fish Bowl is a technique that enables the classroom teacher to create a small group experience without losing the attention of the class. All the students have an opportunity to get involved, have their say, hear how others perceive a situation and decide on a mutually acceptable solution in an orderly, democratic fashion. The procedure for Fish Bowl is as follows:

Step 1. The teacher asks for six volunteers to sit in a circle in the center of the class. (Bean bag chairs are especially good for this activity.)
Step 2. A seventh chair is placed within the circle.
Step 3. The rest of the class stands or sits around the outside of the circle and chair.
Step 4. The six volunteers discuss the problem and say whatever they want to say, while the rest of the class listens.
Step 5. A student on the outside who wishes to say something must sit in the empty chair and wait to be recognized by one of the others in the fish bowl. Once recognized, this student can briefly state whatever s/he wants to add, clarify or question, then must vacate the chair for someone else.

Possible class problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, and interfering with the rights of others.

PROBLEM-SOLVING/CONFLICT RESOLUTION

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict that is mutually agreeable and allows everyone involved to feel satisfied, one must learn how to communicate without demeaning another. The problem-solving methods described below can be used in any conflict situation to help acquire decision-making skills.

Traditional Model for Problem-Solving:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.
Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.
Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.
Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.
Step 5. Choosing a Solution: Finally, participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

Force-Field Analysis Model:

Another process that can be used in conflict resolution is the force-field analysis. In any conflict situation there are opposing forces. Some of these forces help an individual to move toward a desired goal. Other forces may interfere with goal attainment. In a force-field analysis, the individual analyzes the forces that are operating, examines advantages and disadvantages of courses of action, evaluates them, and decides whether or not to pursue the goal. The steps in using the force-field analysis include:

A SAMPLING OF TEACHING METHODS, CONT'D

Step 1. Divide a piece of paper into four columns.
Step 2. In the first column, write the conflict or problem which exists.
Step 3. In the fourth column, write the goal that you wish to reach.
Step 4. In the second column, list the forces (advantages) which operate to support goal attainment.
Step 5. In the third column, list the forces (disadvantages) which operate to interfere with goal attainment.
Step 6. Identify the consequences of each advantage and disadvantage.
Step 7. Evaluate the advantages and disadvantages in terms of gains and risks.
Step 8. Choose a plan of action that includes goal attainment, rejection of the goal, or changes in the goal as originally stated.

ROLE-PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role-playing provides an excellent method to help students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-playing activity, discuss what occured in the role-play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity, discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals. Plays and stories may be enhanced by being open-ended, allowing students to provide alternative answers or endings.

SENTENCE STEMS

Sentence stems are found in a number of places in the curriculum, but may also be created by the teacher or by students. The purpose of a sentence stem is to draw out a reaction, facilitating self-expression and communication. Sentence stems may be used as discussion starters; to increase awareness of individual similarities and differences; or to obtain class reactions to activities, events, etc. A very useful sentence stem for evaluation of a curriculum activity is the "I learned..." statement, which students may complete at the end of the activity.

A SAMPLING OF TEACHING METHODS, CONT'D

RESEARCH

All students need to learn the skill of accessing accurate, reliable information as a basis for making decisions throughout life. While research activities should not become a major focus of the curriculum, it is necessary for students to learn where to go to obtain information on a topic, how to interpret what they read (or hear), and how to communicate to others what they have learned. Research activities should make students aware of a broad range of information sources - community and government agencies, people with specific expertise, newspapers, government reports, journals, books, pamphlets, television and encyclopedias. The information students obtain can be shared through oral or written reports, discussions or student-constructed visuals.

INTERVIEWS

Interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Since the purpose of an interview is to obtain, record and report opinions and information accurately, students learn social and communication skills through this process. Where interviews involve family or friends, students frequently gain insights regarding human behavior which they may not have obtained in less-controlled circumstances.

Teacher direction and asistance may be necessary to help students form clear, unbiased and relevant questions for their interviews, and interpret objectively the information obtained.

SURVEYS

A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class. Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a follow-up thank-you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher or a resource person. Preplanning for experiments includes: making scientifically sound selections that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results. These activities should be coordinated with the science program to prevent duplication.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes. Student-constructed visuals may also play a major role in reinforcing the program outside classroom walls, obtaining needed community support for the program.

LEARNING CENTERS

Grades 2-6 of the Drug Education Curriculum each contain a set of learning center activities.

A learning center consists of a series of child-centered stations, each of which develops skills and knowledge around a specific topic. Students are active, independent learners as they work through interesting activities prepared for them at their level.

Every learning center has the following elements:

1. Name reflecting the topic of the center.
2. An attractive attention-getting, visual presence.
3. Tasks written on activity cards in a clear, concise manner explaining to the students what they will do and how they will do it.
4. Materials needed for the tasks.
5. An evaluation and record-keeping system to monitor pupil progress.

The learning center can be constructed on a bulletin board, or separate tables can be used as task centers. At least one table is necessary to hold resource materials, task-related materials, and completed projects.

Students can work through learning centers independently or in groups. Students may complete all tasks, or just certain tasks, depending on the directions given by the teacher. They may work at a center during an assigned time or whenever they have free time. The methodology is flexible and can be readily adapted to suit the needs of students and teacher.

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12

In the outlines presented on the following pages, Roman numerals represent topics addressed by curriculum concepts and letters represent the topics addressed by objectives under these concepts. The purpose here is to give an overview of the major topics and their sequence in the curriculum, rather than an outline of concepts and objectives, making quick reference and comparisons relatively easy.

KINDERGARTEN

I. Self-Image, Feelings and Tolerance
   - A. Identifying and expressing feelings
   - B. Ways we are each unique
   - C. Ways we are the same
   - D. Accepting feelings of others

II. Group Membership
   - A. Family membership
   - B. Responsibilities toward family members
   - C. Group participation
   - D. Need for rules

III. Responsibility for Health
   - A. Safe vs. unsafe things to eat
   - B. Health helpers
   - C. Health decisions

GRADE ONE

I. Self-Image and Communication Skills
   - A. Expressing uniqueness
   - B. Identifying situations that make us feel important
   - C. Recalling and sharing success experiences
   - D. Sharing and accepting feelings
   - E. Sharing and accepting decisions

II. Responsibility for Feelings and Actions
   - A. Changing feelings
   - B. Identifying uncomfortable feelings
   - C. Handling unpleasant situations

III. Making Healthy Decisions
   - A. Safe use of substances
   - B. Recognizing poisons
   - C. Rules regarding dangerous substances
   - D. Making healthy choices

GRADE TWO

I. Making Choices to Meet Needs
   - A. Needs vs wants
   - B. Forming habits

II. Self-Image, Social Interactions and Responsibility
   - A. Responsibility for feelings and actions
   - B. Family membership and support
   - C. Class membership and support
   - D. Solving classroom problems
   - E. Importance of classroom rules
   - F. Setting rules and determining consequences for breaking rules

III. Body Balance and Health
   - A. Definition of balance
   - B. Feeling body balance
   - C. Body parts and functions
   - D. Maintaining a healthy body

IV. Wise Use of Substances
   - A. Identifying well vs sick feelings
   - B. Definition of medicine
   - C. When to take medicine
   - D. Persons from whom we should take medicine
   - E. Rules for taking medicine

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE THREE

I. Self-Image and Responsibility for Risk-Taking
   A. Improving our own self-images
   B. Feelings about success
   C. Risk-taking, alternatives and consequences
   D. Changing decisions
II. Group Dynamics
   A. Recognizing group influences
   B. Speaking and listening in groups
   C. Supporting group members
   D. Ways of solving group problems
   E. Making a group decision
III. Body Balance and Health
   A. Body systems and functions
   B. Relating body balance to internal and external body environments
   C. Feelings which affect balance
IV. Assuming Personal Responsibility for Health
   A. Habits affecting present and future health
   B. Importance of assuming personal responsibility for health
   C. Setting personal goals for protecting health

GRADE FOUR

I. Appropriate Uses for Drugs
   A. Definition of "drug"
   B. Differences among prescription, over-the-counter and illegal drugs
   C. Medical uses for drugs
   D. Prescriptions
   E. Labels
   F. The pharmacy (Learning Center)
   G. Comparing contemporary medications with past medications
II. How Emotions Affect Health
   A. Awareness of emotions
   B. Feelings that bring discomfort
   C. Sickness as a means of dealing with problems
   D. Ways to change emotions
III. Communication Skills and Problem-Solving
   A. Practicing communication skills
   B. Responsibility for feelings
   C. Practicing problem-solving
   D. Risk-taking, consequences and alternatives
   E. Solving dilemmas
IV. Setting Personal Health Goals
   A. Importance of learning facts before making decisions
   B. Identifying habits hazardous to health
   C. Importance of valuing health
   D. Setting personal goals and recording progress

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

GRADE FIVE

I. Drug Use and Body Balance
   A. How various categories of drugs affect body balance
   B. Differentiating use, misuse and abuse of drugs
   C. The cycle of dependency and tolerance
   D. Reasons for substance misuse and abuse
II. Drugs and Society
   A. General advertising techniques
   B. How advertising influences drug-buying
   C. Techniques used to sell drug products
   D. Prevalence of drug use
III. Problem-Solving and Decision-Making
   A. Comparing and choosing techniques
   B. Implementing decisions assertively
IV. Group Dynamics
   A. Friendships
   B. Peer groups
   C. Dependency needs
   D. Listening skills in group situations

GRADE SIX

I. Drugs and Human Needs
   A. Valid sources of information
   B. Psychoactive drug classifications
   C. Marijuana (Learning Center)
   D. Relationship of needs to substance abuse
II. Personal Decisions Regarding Drug Use
   A. Relating maturity to ways of handling feelings
   B. Effects of feelings and attitudes on decisions
   C. Evaluating decisions regarding psychoactive drug use
   D. Double standards
   E. Setting personal goals for maintaining health
III. Drugs and Society
   A. Substance use and alternatives in managing daily problems
   B. Substance misuse and abuse as concerns of society
   C. Controls on the purchase, possession and use of substances
IV. Alternatives to Drugs
   A. Mood changes as a part of everyone's life
   B. Identifying things to help us feel good
   C. Risk-taking, consequences and alternatives
   D. School and community resources

TOPICAL OUTLINE OF THE DRUG EDUCATION CURRICULUM, K-12, CONT'D

JUNIOR HIGH

I. Maintaining the Homeostasis of the Body
   - A. Environmental factors
   - B. Psychoactive drugs
   - C. Prescription and over-the-counter drugs
   - D. Drug use and pregnancy

II. Drugs and Society
   - A. Advertising and drugs
   - B. Legal aspects of substance use, misuse and abuse

III. Motivations for Drug Use
   - A. Individual reasons for using or abusing drugs
   - B. Progression from experimentation to abuse
   - C. Effects on performance
   - D. Reasons for continued drug use by individuals
   - E. Constructive alternatives
   - F. Breaking Habits

IV. Communication Skills
   - A. Importance of clear communication
   - B. Practice communicating feelings and needs
   - C. Practice listening and receiving messages
   - D. Dynamics of peer pressure and drug use

SENIOR HIGH

I. Effects of Drugs on the Homeostasis of the Body
   - A. Major classes of drugs (review)
   - B. Effects of drugs on the neuron and the brain
   - C. Tension and body balance
   - D. Substance use and body balance
   - E. Drug interactions
   - F. Drug dependence, tolerance and withdrawal
   - G. Drugs and driving
   - H. Drugs and pregnancy

II. Drugs and Society
   - A. History of drug use
   - B. Relationships among industry, controls and society
   - C. Social policies regarding drug use
   - D. Effects of drug abuse on society
   - E. Viewpoints

III. Communication Skills:
   - A. Stating feelings and needs constructively
   - B. Communication dynamics in groups
   - C. Communication dynamics in relationships
   - D. Effects of substance abuse on relationships

IV. Motivations and Alternatives
   - A. Changing modds and feelings
   - B. Identifying alternative activities
   - C. Dealing with distress and pressure
   - D. Practice decision-making
   - E. How substance use decisions influence life style and life span
   - F. Developing a model of a life-long plan for health
   - G. Identifying sources of help and support in the community

CHARACTERISTICS OF EARLY AND LATE CHILDHOOD

Early childhood extends from two to six years, and late childhood extends from six years to the time of sexual maturity. The period of childhood is marked by growing independence. As the child leaves the home environment and enters school, new expectations and pressures result in changes in patterns of behavior, attitudes and interests.

EARLY CHILDHOOD

Certain characteristics of early childhood set it apart from other periods. Perception dominates thinking. In order to learn that things are not always what they appear to be, the child reaches out to touch and to experience people and objects in the environment. Rapid developments in language patterns and vocabulary help the child to communicate freely with peers and adults, and permit the child to express personal experiences and ideas about family and possessions.

As the child is placed in play and work groups, the needs and ideas of others begin to counteract the egocentrism and self-involvement characteristic of this period. Cooperative play evolves, and the child learns that sharing gains social approval and emotional support from peers and teachers.

Early childhood represents a period of heightened emotions. Children feel they are capable of accomplishing more than they are permitted to do. Anger and frustration develop when they are thwarted in their attempts to reach a goal. Children express spontaneously their emotions - anger, fear, jealousy, joy, affection, sadness - and need to be given time to share these feelings with their peers. Role-playing, creative dramatization, identification with storybook characters and simple discussion help children to express their feelings, and understand the feelings of others.

LATE CHILDHOOD

Late childhood corresponds to elementary school age. It is the time when the child is expected to acquire the foundations of learning that are considered essential for successful adjustment to later life. Failure to master the tasks assigned to this period results in feelings of inferiority and insecurity. Self-help skills (caring for personal needs), social skills (respect for others), school skills and play skills are developed. The child moves through a period of concrete operations where language is used increasingly to represent experiences and ideas. Listening, speaking, reading and writing develop rapidly as the child learns from adults, peers, books, magazines, television - everything in the environment.

The period of late childhood has been called "The Gang Age." Play groups are formed in which members are usually of the same age, sex and grade level. The child eats lunch, plays games and sports, and moves through the neighborhood and school with this special set of peers. Within the group, there are frequently shifting patterns of leaders and followers, and quarreling, boasting and bossiness are frequent verbal behaviors. It is a time of strenuous physical play where skill is held in esteem.

Children who are not accepted as members of a group must frequently find solitary amusements. Because social acceptance is a central role in the child's life, the degree to which the child feels accepted or rejected can influence social patterns now and in later life.

As the child matures, more control over the outward expression of emotions occurs. Acceptable and unacceptable forms of expression are assimilated, although concepts of positive and negative behavior are generalized to new situations. Misbehavior at school and with friends is used to win peer approval and to assert independence from adult authority. Older children are aware of religious, social and socio-economic status, and usually accept the cultural stereotypes passed to them by adults toward these situations. Only through exposure to alternative ideas and attitudes can the child clarify personal values.

During childhood, the child is expected to assume added responsibilities in school and at home, and success in handling responsibilities (especially those which significant people consider important) will add to a sense of well-being. Achievement, acceptance by others, and affection will help the child experience security and happiness during these formative years.

DEVELOPMENTAL TRAITS 5-8 YEAR OLDS (GRADES K-3)

1. By the age of 6, the average child has attained 43% of physical adult size while the brain and central nervous system have attained 90% of their size. Of course growth of the child will continue to occur, but the increments will be much smaller.
2. The children of this age group are now beginning and will continue to learn skills for ordinary games. Socialization with peer groups in game situations is important, as is socialization in the classroom setting.
3. It is at this time that children begin to formulate and develop conscience, a sense of morality, and a scale of values. By the age of 11 or 12, these items will be well-ingrained into the personality of the child and are likely to remain relatively unchanged.
4. The learning of culturally appropriate psychosexual roles begins to take place in earnest during this time period.
5. The achievement of personal independence begins to take place. The child entering school experiences a suddenly expanded "world" -- from his or her home to the neighborhood, then to the community. No longer is the child content to remain in his or her previous world, namely home and family.
6. The child will begin to evaluate himself/herself in terms of the school standards and the standards of his or her school peers. Self-concept will be modified from the image set previously by his or her parents and siblings. This receptiveness makes the child amenable to "affective" health education, an occasion perhaps never to be duplicated in later years.

DEVELOPMENTAL TRAITS OF 9-12 YEAR OLDS (GRADES 4-6)

By the time a student reaches the 4th grade, he or she is most likely to:

1. Show an increasing concern for group recognition and approbation.
2. Reject standards of home in favor of those of peer group or a clique.
3. Become a member of some secret society or social club.
4. Fluctuate between a need for independence and for dependence.
5. Be inconsistent and variable in regard for parents.
6. Be torn between loyalty to home and allegiance to peers.
7. Take good health for granted and become concerned only on those occasions when an illness threatens to interfere with activities.
8. Lack maturity of judgment.
9. Greatly increase interest in facts of all kinds and show a desire to extend intellectual as well as physical horizons.
10. Be critical of explanations of scientific phenomena, often demand evidence, and be alert to the claims of propaganda.

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GRADE THREE

MATERIALS LIST

TEACHER REFERENCES: The following materials are examples of references that provide further background and additional activities. It is expected that this suggested list will be modified by teachers as they work with the curriculum. Prices (1980) are subject to change.

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. $11.95.

Furness, Pauline, Ph.D. Role-Play in the Elementary School. A Handbook for Teachers. New York: A & W Publishers, Inc., 1976. $6.95.

Galbraith, R.E. Moral Reasoning: Teaching Strategies for Adapting Kohlberg to the Classroom. Minneapolis, MN: Greenhaven Press, 1976. $7.95.

Simon, Sidney. I Am Loveable and Capable. A Modern Allegory on the Classical Put-Down. Niles, IL: Argus Communications, 1974. $1.95.

Stanford, Gene. Developing Effective Classroom Groups. A Practical Guide for Teachers. New York: A & W Publishers, Inc., 1980. $6.95.

Take Joy. A Teacher's Guide to Six Systems of the Body. American Cancer Society, 1973. Contact your local Cancer Society.

CLASS RESOURCES: The following materials are listed for use in supplementary activities. It is suggested that they be reviewed, wherever possible, to identify those which will best enhance the school program. U.S. Government publications should be ordered three months in advance to ensure timely delivery.

		SEE PAGE(S)
Bilingual Workbook:	Super Me/Super Yo. Washington, DC: U.S. Government Printing Office. (SN 017-024-00456-1) 1977. $4.50.	10
Self Help Book:	Wilt, Joy. Handling Your Ups and Downs. Rolling Hills Estates, CA: B.L. Winch & Associates, 1979. $5.25.	8

		SEE PAGE(S)
Storybooks:	Baldwin, Anne Norris. Sunflowers for Tina. New York: Scholastic Book Services, 1970. $1.95	8
	Carr, Rachel. Be A Frog, A Bird, Or A Tree: Rachel Carr's Creative Yoga Exercises for Children. New York: Doubleday & Company, Inc., 1973. $6.95.	52
	Conaway, Judith. I Dare You. Milwaukee, WI: Raintree Childrens Books, 1977. $5.96.	15
	Krasilovsky, Phyllis. The Shy Little Girl. Boston: Houghton Mifflin Company, 1970. $1.95. (Sandpiper Edition).	8
Audio Program:	Helping Children Understand About Stress. Long Branch, NJ: Kimbo Educational. $14.95 plus $1.50 for shipping and handling. (Cassette or record, teacher's guide and illustrated storybook).	52
Filmstrip Kit:	An Early Start to Good Health - Unit 4 - My Choice. American Cancer Society. Contact your local Cancer Society for loan information. (Filmstrip, record, spirit masters, poster, teacher's guide).	16

GRADE THREE

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE A The students will share things they do and say to help them feel good about themselves. TEACHER INFORMATION An idea you may wish to consider is establishing a privacy center in your classroom. This is a place where students who need time to be alone and quiet can sit without being disturbed. It may contain a rug, a bean bag chair or lounge pillow, writing and drawing paper, pencils, crayons, etc. Only one child may be in the privacy center at a time. The students can enter and leave the areas as they feel they need to. The privacy center is a quiet, secure, comfortable space for thinking things over. (Cont'd. on next page.)	ACTIVITY 1. I'm Together Have the children complete and share the self-validation worksheet, I'm Together. These sheets can be displayed on the bulletin board. Have the children share their ideas with the class. ACTIVITY 2. IALAC IALAC stands for I Am Lovable And Capable. Cut out two identical figures, representing a boy named "Mike," and present them to the class. Tell a story to the class about Mike. Each time something bad happens to Mike, tear away a piece of his "self-image" (inner self). Example of an IALAC Story: This is Mike This is Mike's inner self. It is where his feelings are. It is where he has his thoughts about himself. It is his self-image.	Materials: Worksheet, I'm Together, p. 5 Materials: Drawing paper Scissors Marker Teacher Reference: I Am Lovable and Capable by Sidney Simon	Written Expression Listening Skills

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFO., (cont'd) At first, children may need to have use of the privacy center suggested to them at appropriate times, such as when a child's emotions rise out of control. Later, they should learn to take full responsibility for use of the privacy center to regain self-control or psychological balance.	ACTIVITY 2. IALAC (cont'd) Mike walked to school with his friends. He was late for school this morning. His friends were laughing at him because he had put on two different socks. (Tear away some of Mike's inner self.) When he got to school he realized he had forgotten his homework. The teacher yelled at him. (Tear away some of Mike's inner self). At gym, he played ball and he dropped the ball. His team lost a point. (Tear away some of Mike's inner self.) At lunch, Mike sat in the wrong place. He was scolded and had to move. (Tear away some of Mike's inner self.) Mike felt that he was having a bad day. Compare the inner self cutout to the cutout of Mike. Ask the children to comment on the change in size and what caused the change. Ask them what they would say to Mike to help him feel better. Ask them to describe a bad day they've had. Give each child an IALAC sign to pin on himself/herself. Discuss how bad feelings can be changed back to good feelings. As a follow-up to this activity, children can wear an IALAC sign for one full day, tearing away pieces as events occur that erode self-image. At the end of the day, children can tell their own stories about their signs. It may be a good idea to vary this activity to allow children to replace parts of their signs with tape when events occur which make them feel good about themselves.		

I'M TOGETHER

Name _____

I feel great when _____

_____

I am proud when _____

_____

Something I really do well is _____

_____

I was really happy when _____

_____

Something great that happened to me this year is _____

_____

_____

I'm special because _____

_____

_____

_____

GRADE 3 CONCEPT 1

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFORMATION The children should understand that they have the means to change their feelings within themselves. Rather than waiting for something or someone else to change, they can form new ways of thinking about and reacting to them.	ACTIVITY 3. Role-Playing Have the children role-play a situation in which they must do something to feel better about themselves. Ask the children to describe what they would do and say to themselves to help themselves feel better. Examples: - You and your sister are arguing over which TV show to watch. Your mother says your sister can watch her show. Your mother says you must not be selfish because your sister is younger than you are. - Your mother has been telling you to clean up your space. She says that you are sloppy and that you can't watch television until your space is neat. - You had an argument with a friend while playing a game. Now your friend isn't talking to you. Your ex-friend is telling everyone not to play with you because you cheat.	Teacher Reference: Role-Play In the Elementary School by Pauline Furness	Oral Expression
	ACTIVITY 4. Five Things I Like About Myself Have the children list and illustrate 5 things they like about themselves. Share the illustrated lists with the class.	Materials: Drawing paper Markers, crayons	Oral Expression Art

GRADE 3 CONCEPT 1

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	SUPPLEMENTARY ACTIVITY:		
	ACTIVITY 5. Independent Reading for Special Groups	Storybooks:	Reading
	Inner city children may enjoy reading about a New York City child's determination to grow a garden in her back yard.	Sunflowers for Tina by Anne Norris Baldwin	Science
	Shy children and their friends may enjoy reading about a shy little girl who overcame her fears and improved her self-concept when she made a new friend.	The Shy Little Girl by Phyllis Krasilovsky	Reading
TEACHER INFORMATION	ACTIVITY 6. Independent Reading for Parochial School Children	Self-Help Book:	
This book is listed for parochial school children because reference is made to God in the Conclusion. It is an appealing book worth review by public school teachers as well.	Children may benefit from reading, on their own, a book designed to develop positive ways of handling feelings.	Handling Your Ups and Downs by Joy Wilt	Reading

GRADE 3 CONCEPT 1

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE B The students will compare and contrast feelings about success. TEACHER INFORMATION Be prepared to help children with low self-concepts to identify their successes. These activities should provide feelings of discovery for them, rather than confirmations of their self-doubts.	ACTIVITY 1. Select a. or b. a. Success Flowers Have the children write something they do successfully on each petal of the worksheet, Success Flower. Have the children write some things they would like to improve on the leaves. To complete the flowers have the children write their names in the center. Hang the sheets on the bulletin board. b. Fingers of Success Have each child trace his/her hand. On each finger, have the students write something at which they are successful. Have the children share their hands and find areas of compatibility with their peers.	Materials: Worksheet: Success Flower, p. 11 (one per child) Materials: Drawing paper Scissors Markers, crayons	Written Expression Written Expressions
TEACHER INFORMATION Students should be permitted to pass on years they can't remember, and substitute additional experiences that happened in other years.	ACTIVITY 2. Success Time Line Have the children draw a timeline, to take home and fill in with the help of parents. Their instructions are to write one successful accomplishment for each year of their lives, and bring their timelines back to class the next day. 1973 1974 1975 1976 1977 1978 1979 1980 1981 Allow them to display and share the time lines in class and look for commonalities.		

GRADE 3 CONCEPT 1

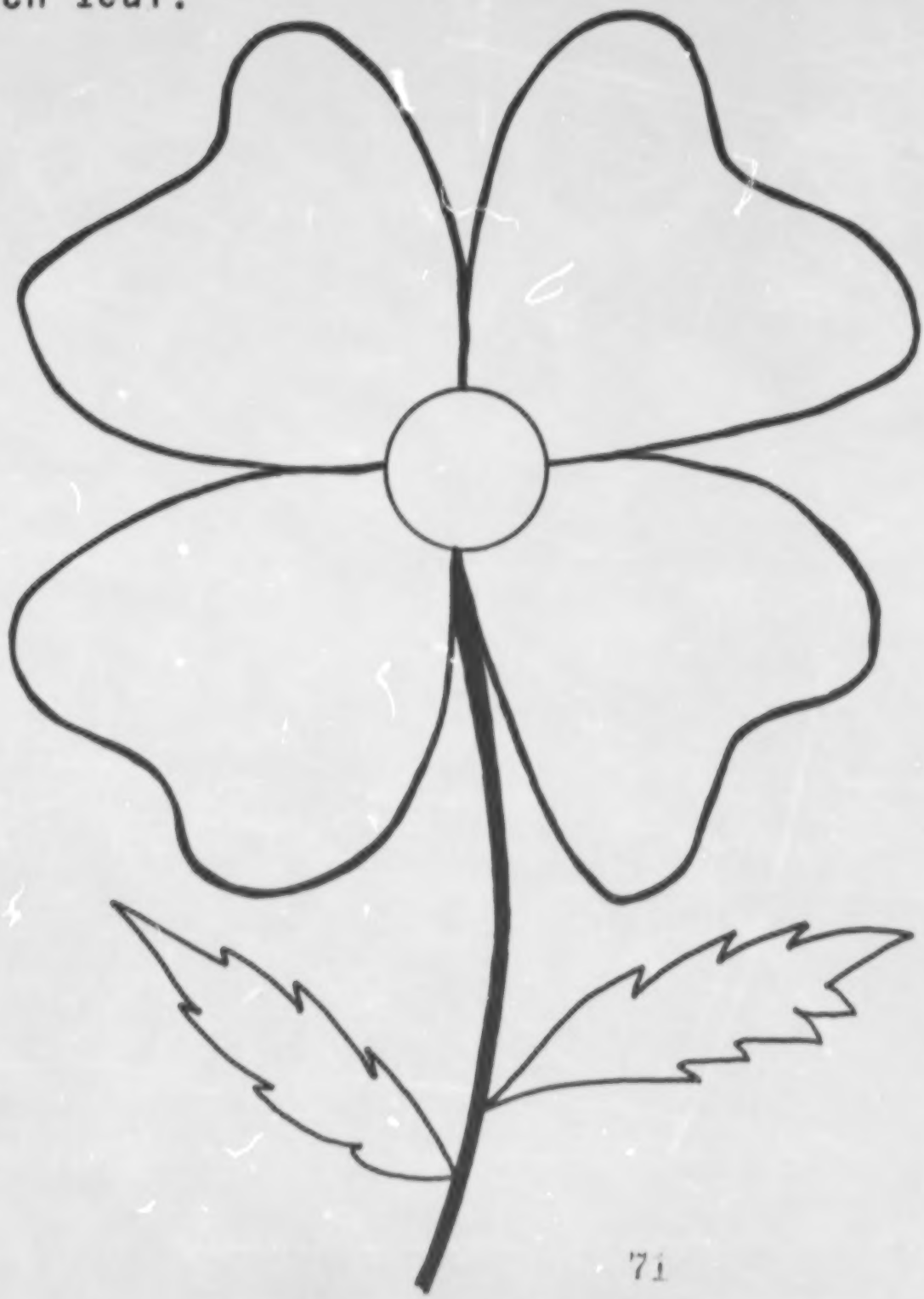
CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. Collages Have the children make a collage of activities at which they are successful and those at which they need improvement. Allow the children to share the collages and compare similarities and differences.	Materials: Magazines Scissors Glue Markers, crayons	Art Critical Thinking
	SUPPLEMENTARY ACTIVITY:		
	ACTIVITY 4. Super Me/Super Yo Have the children read the bilingual booklet Super Me/Super Yo to discover how wonderful they are.	Materials: Super Me/Super Yo (Superintendent of Documents)	Reading

SUCCESS FLOWER

Write something you do well on each petal.

Write something you want to improve on each leaf.



GRADE 3 CONCEPT 1

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE C The students will discuss risk-taking behaviors and examine alternatives and consequences regarding these behaviors.	ACTIVITY 1. Role-Playing Have the children role-play various situations in which risk-taking is involved. Ask the viewing children to think of alternatives to those ideas presented. Examples: - You and your friends have found some old cans of spray paint. One of your friends wants to spray the school doors. What can you do? What might be the consequences? - It is after school and you and your friends are on your way home through the school yard. You realize that the teacher has not put away the new baseball equipment. One of your friends decides to take the ball and glove. What can you do? What might be the consequences? - You are with your friends and you find a wallet. There is $10 in the wallet. A card inside the wallet gives the name and address of the owner. One of your friends suggests that you take the money. What can you do. What might be the consequences?	Teacher Reference: Role-Play in the Elementary School by Pauline Furness	Oral Expression

GRADE 3 CONCEPT 1

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2. Trip to the Moon Ask the children to imagine they have been asked to take an exploratory trip on a special space ship. Have them write an imaginary ship's log about their trip, listing the decisions they had to make and the risks they decided to take. Have the children share their logs and explain their decisions.		Science Written/Oral Expression
	ACTIVITY 3. Card Game: Choices & Consequences Create a card game for children to play together. On index cards, write dilemmas involving risk-taking behavior which have meaning for the children. Have a child choose and read a card aloud. Encourage many students to volunteer alternative actions on the chalkboard. Evaluate the alternatives and list the consequences for each alternative. Repeat the game using a new card and another child. Sample Cards: - You and your friends go shopping. While shopping, your friend steals something you both were admiring. What would you do? a. Tell the cashier? b. Tell your friend to put it back? c. Tell your friend's mother? d. Tell your mother? e. Not do anything about it? f. Try it yourself? g. Something else?	Materials: Index cards with a dilemma written on each card Teacher Reference: Moral Reasoning: Teaching Strategies for Adapting Kohlberg to the Classroom by R. E. Galbraith, Chapter 2.	Reading Oral Expression

(Cont'd on next page.)

GRADE 3 CONCEPT 1

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. (cont'd) - You and your friends were playing. One of you finds a box of pills. Would you... a. Throw them away? b. Try one with your friends? c. Give them to your parents? d. Something else? Discuss the possible choices you would have and what might be a consequence of each choice.		
	ACTIVITY 4. Risks & Alternatives a. Have the children brainstorm the following situations: - When you did something you considered risky. - When someone dared you to do something risky. b. Discuss with children why they made the decisions they did and how they felt when they made them. Have the children explore alternatives to the decisions that were made and consequences of these decisions.		Oral Expression Divergent Thinking
	ACTIVITY 5. Storybook Reading Have the children read stories about risk-taking behavior.	Storybook: I Dare You by Judith Conaway	Reading

GRADE 3 CONCEPT 1

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	SUPPLEMENTARY ACTIVITIES:		
	ACTIVITY 6. Filmstrip and Records Show, sing along with, and discuss the filmstrip and record, "My Choice." Dittos, poster and teacher's guides are also available.	Materials: An Early Start to Good Health: Unit 4, "My Choice" (Local Cancer Society)	Music
	ACTIVITY 7. Additional Risk-Taking Activities Refer to the Tobacco Education Curriculum, Grade 3, pp 6-7.	Materials: Tobacco Education Curriculum, Grade 3 (State Education Department)	
OBJECTIVE D The students will discuss situations in which they may wish to change their minds.	ACTIVITY 1. Finding New Plans Briefly discuss with the children times when they have had to change their plans and how they felt about the changes. Ask them to think about the following situations, and discuss how they would feel.		Oral Expression Critical Thinking
TEACHER INFORMATION Children should be aware of the need to explore alternatives and consequences before making a decision. They should also understand that once a decision is made it can sometimes be changed.	Situations: - You were planning to go bike riding with friends after school. When you get home, your cousin is visiting. You really like this cousin and you don't see him that often. Will you change your plans? What will be your new plan? (Cont'd on next page.)		

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFO. (cont'd) Help children recognize the differences between decisions which can be changed and decisions which cannot be changed.	ACTIVITY 1. (cont'd) - You are in the school yard playing a game with your friends. Some older kids come over and start to light firecrackers. They suggest that you and your friends forget about your game and light firecrackers with them. Will you change your plans? What will be your new plan? - You have to finish some homework tonight for school tomorrow. Your friend calls and invites you to the movies Will you change your plans? What will be your new plan?		Safety
	ACTIVITY 2. What Will Happen If Explain that everyone makes choices. Ask the students to consider the consequences that might occur from the following choices. Have them evaluate the choices that were made and decide if these situations permit a change of mind. Choices: - You spend your lunch money on candy. - You stay up to watch a movie on television although you know you must get up early to get the bus for camp. - You take your brother's skateboard after you were told not to. - You walk out of the store with a ball and don't pay for it.		Oral Expression Critical Thinking

CONCEPT: A positive self-image enables us to make responsible decisions regarding risk-taking behaviors.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 3. I Can Change My Mind Have the students list their ideas about certain choices, as provided on the I Can Change My Mind Worksheet. Then, have them survey and record the ideas of three other children. Finally, ask them if they changed their minds after speaking to the other children.	Materials: Worksheet: I Can Change My Mind, p. 19	Spelling

CULMINATING CONCEPT EVALUATION ACTIVITY:

Evaluation Vote

List activities on the board which the students worked through as part of the development of this concept. Have the students vote on each activity. A "Yes" vote, indicating they liked the activity, is shown by "thumbs up." A "No" vote, indicating they disliked the activity, is shown by "thumbs down." A neutral feeling about the activity is indicated by sitting with arms folded. Record the results of the votes and use these results in future planning.

I CAN CHANGE MY MIND

My Favorite Food

_____

My Favorite TV Show

_____

My Favorite Game

_____

Other's Favorite Food

1. _____
2. _____
3. _____

Did you change your mind? ___

Other's Favorite TV Show

1. _____
2. _____
3. _____

Did you change your mind? ___

Other's Favorite Game

1. _____
2. _____
3. _____

Did you change your mind? ___

GRADE 3 CONCEPT II

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE A The students will recognize the groups to which they belong, and how they influence, and are influenced by, these groups. TEACHER INFORMATION Elicit from the students that we all belong to different groups and that group members can influence behavior and feelings of self-worth.	ACTIVITY 1. Learning Center on Groups Set up a center to get students involved in learning about: - Their feelings in various groups - Groups formed by common characteristics of members - Group identification - How groups help their members - Working in groups ACTIVITY 2. My Circle of Family and Friends Have the students complete a circle of family, friends and acquaintances: (Cont'd on next page.)	Materials: Table Bulletin board Colored paper to cover board Stiff paper for making cards Envelopes (pockets) to hold cards Drawing paper Magazines Scissors Tacks Markers, crayons Tongue depressors for stick puppets Glue Worksheet: Join The Bunch, p. 27 (one per student) BP9-0 Pattern, p. 31	Written Expression Art Oral Expression Social Studies

GRADE 3 CONCEPT II

CONCEPT: The groups to which we belong influence how we think and act.

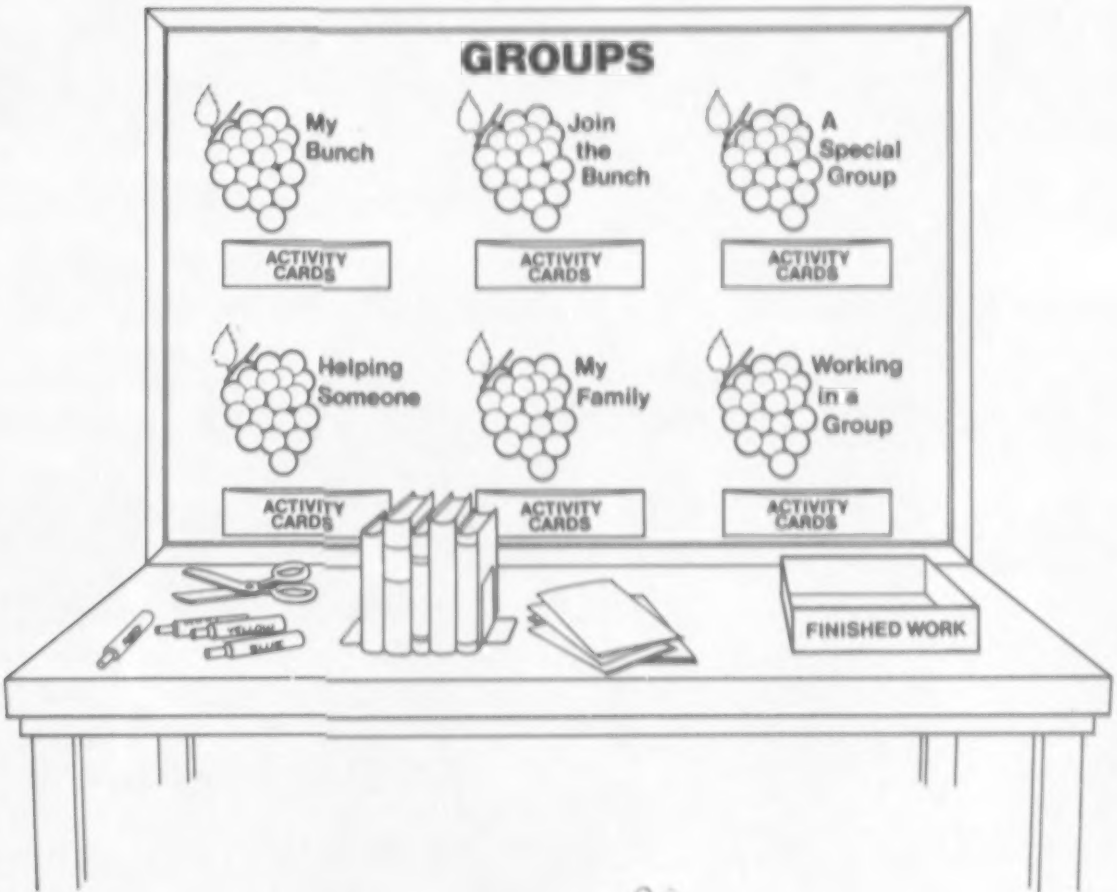
OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2. (cont'd) Ask the students to compare and share their feelings about each of the groups to which they belong. Suggested Discussion Questions: - In which group do you have the most fun? Which person in the group helps you to feel that way? - In which group do you feel the most secure? Which person in the group helps you to feel that way? - In which group would you share a secret? Which person in that group could you trust with a secret? - To which group would you go if you felt sick? Which person would care for you?		
	SUPPLEMENTARY ACTIVITY:		
	ACTIVITY 3. Independent Reading - Special Group Eliza's Daddy is written expecially for Black American girls with divorcing parents (suburban-small town setting).	Storybook: Eliza's Daddy by Ianthe Thomas	Reading

THIRD GRADE

LEARNING CENTER ON GROUPS

DIRECTIONS FOR MAKING THE LEARNING CENTER

1. Cover a bulletin board with colored paper, and place a work table below.
2. Draw or cut out six pictures of bunches of grapes and tack on bulletin board.
3. Write the title of the activity next to each bunch of grapes.
4. Under each bunch of grapes, attach a pocket to hold the activity cards.
5. Prepare activity cards and place in pockets.
6. Place materials required by students on the table.
7. For Activity Six, stick puppets will be required. Use the pattern provided to make stick puppets for BP9-0. Stick puppets of girls and boys will also be needed.
8. Provide a basket for reports. Periodically check the basket and check the worksheets placed there by the students.



ACTIVITY CARD ONE: MY BUNCH

Take a piece of drawing paper. Draw three flowers:

In the center of the first flower, write the word FAMILY. Write in the names of your family members on the petals.

In the center of the second flower, write the word FRIENDS. Write the names of your friends on the petals.

In the center of the third flower, write the word CLASSMATES. Place the names of some classmates on the petals.

Complete these sentences under the flowers. Copy the part of the sentence from this card and finish it on your own.

I feel _____ when I am with my family because _____.

I feel _____ when I am with my friends because _____.

I feel _____ when I am with my classmates because _____.

ACTIVITY CARD TWO: JOIN THE BUNCH

Use the Join The Bunch Worksheet for this activity. (See next page.)

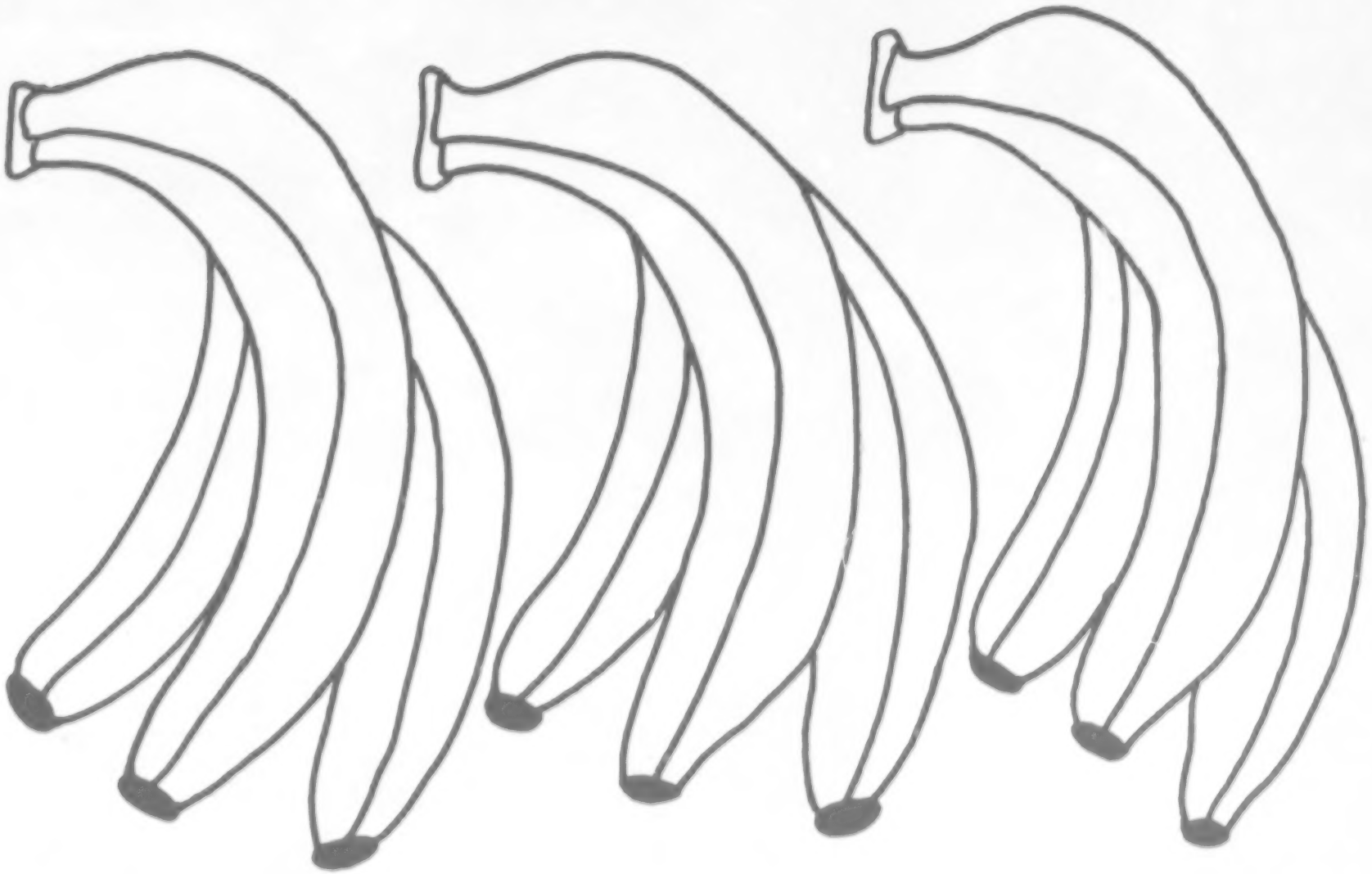
We have the same name.

We have the same number people in our families.

We like to read of the same books.

Find children in the class who fit these unusual groups. Write their names on the bananas in the correct bunch. Share your worksheet with two classmates.

WORKSHEET: JOIN THE BUNCH



ACTIVITY CARD THREE: A SPECIAL GROUP

Choose a special group or family that you like from a television show, movie or book. Write the name of the group. Write a short story about what it would be like to be part of that group. Answer the following questions:

1. How would you feel?
2. What adventures would you have?
3. Why would you want to be part of that group?
4. What would you like to tell a member of that group?

Draw a picture of you with your special group. Hang your picture and story on the bulletin board.

ACTIVITY CARD FOUR: I HELPED SOMEONE IN MY GROUP

Keep an "I Helped Someone In My Group" log. Each day, do something nice for someone in a group to which you belong. Keep the following record.

MONDAY: I helped _____ today when I _____.

TUESDAY: I helped _____ feel happy today when I _____.

WEDNESDAY: I helped _____ work out a problem today when I _____.

THURSDAY: I shared with _____ when I _____.

FRIDAY: I feel _____ about the things I did for others this week.

When your record is complete, put your log in the work basket on the table at the Learning Center.

ACTIVITY CARD FIVE: MY FAMILY HELPS ME

Collage a picture that shows how your family helps you. Write a story about your collage. Share the collage and story with two classmates.

ACTIVITY CARD SIX: WORKING IN A GROUP

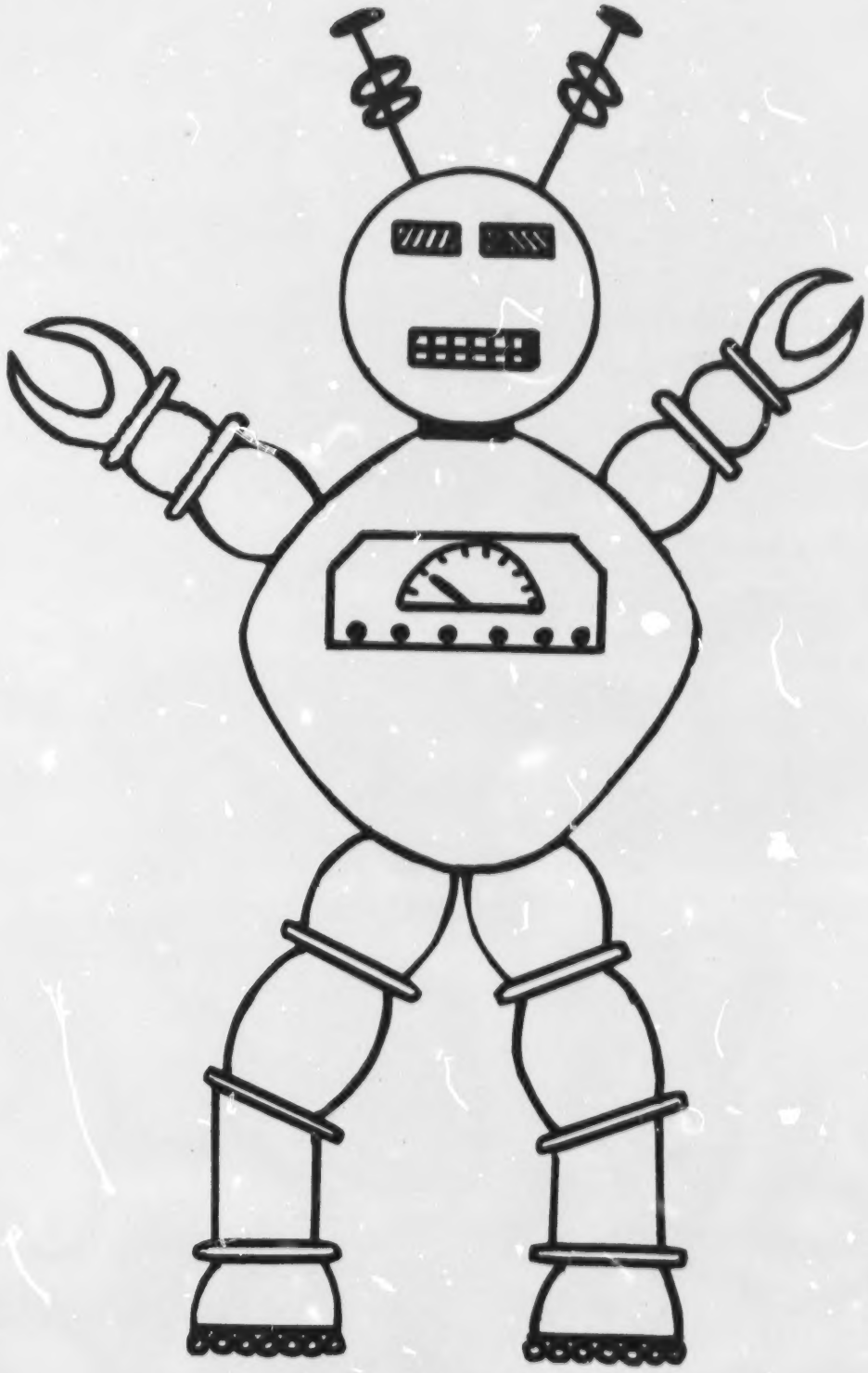
Choose two other members of the class to work with you. Write and perform a stick puppet show about one of the following ideas.

- BP9-0, a visitor from outer space, lands in your backyard. BP9-0 comes from a planet on which there are no families. Tell BP9-0 all about families in the show.

- BP9-0, a visitor from outer space, lands in your backyard. BP9-0 comes from a planet on which there are no schools. Tell BP9-0 all about your school in the show.

- BP9-0, a visitor from outer space, lands in your backyard. BP9-0 comes from a planet where there are no friends. Tell BP9-0 all about friendships in your show.

PUPPET FROM OUTER SPACE



GRADE 3 CONCEPT II

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE B The students will practice communicating their ideas and feelings to a group. TEACHER INFORMATION It is important for children to learn to express their ideas and feelings to a group as well as receive ideas and messages from others. Children can be taught to be considerate speakers and listeners. Groups of 3-4 provide a good starting point. Once students feel comfortable in this setting, provide similar activities to increase group size to five. Smaller groups are easier to control.	ACTIVITY 1. Speaking and Listening in Groups Explain to the class that they are going to learn about how to be a good speaker and how to be a good listener by participating in a small group activity. In each group, have children take turns speaking on the topic, "A Time I Felt Happy Was..." while the other group members listen. Begin the activity with the following list of rules: Rules for Speakers: a. Look at the other children while speaking. b. Stick to the topic. c. Describe the incident in a lively way. Rules for Listeners: a. Look at the speaker. b. Listen to the speaker and wait until s/he has finished before commenting. c. Provide support and encouragement for the speaker. After the speaker is finished, allow time for comments and questioning. After each child has had a chance to speak, have the group draw up its own list of rules for speakers and listeners. Ask the children to evaluate themselves as speakers and listeners. As a follow-up to this activity, have children write or volunteer statements, "A speaking (listening) skill I wish to improve is..."		Oral Expression

GRADE 3 CONCEPT II

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
TEACHER INFORMATION This activity teaches children to listen for and repeat the content of a message, increasing awareness of the importance of what is heard. It can be conducted either as a small group activity or a class activity.	ACTIVITY 2. Repeating Messages Divide the children into small groups. Have one child speak about a favorite book, television show, or movie. When the child has completed his/her comments, have another child repeat the content of what was said by the speaker. Ask the other children in the group to evaluate the accuracy and clarity of the repetition. Have children discuss why it is important to listen carefully and attentively when someone is speaking.		Oral Expression
OBJECTIVE C The students will share the things they do for and say to others that help others feel better about themselves. TEACHER INFORMATION Children should be aware that when they learn to help others feel better, they will feel better about themselves, too.	ACTIVITY 1. I'd Feel Better If ... Briefly discuss with the children times when they have felt embarrassed. Ask them to recall what was said to them. Then ask them to imagine the following situations, discuss how they would feel, and express what they would like said to them. Situations: - You are running in a race. You are very near the finish line when you trip and fall. How do you feel? What are you afraid people may say to you? What can we say to help you feel better? (Cont'd on next page.)		Oral Expression

GRADE 3 CONCEPT II

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 1. (cont'd) - You are playing in a ballgame. You miss the ball when it is thrown to you. The other team scores a point because of your error. How do you feel? What can we say to help you feel better? - You received a very low grade in your math test. How do you feel? What are you afraid people might say? What can we say to help you feel better? - You are in a play at school. Suddenly you forget your lines. There is silence while you try to think about what to say. How do you feel? What are you afraid people might say? What can we say to help you feel better?		
TEACHER INFORMATION This activity is similar to Activity Four in the Learning Center, and is offered here for those who do not use the Center.	ACTIVITY 2. I Helped A Friend Have the children complete the worksheet, I Helped A Friend, and keep a log for a week of things they did or said to others that made them feel happy. Each day the children can write and share their activities.	Materials: Worksheet: I Helped A Friend. p. 37	Written Expression
	ACTIVITY 3. Bumper Stickers Brainstorm a list of bumper stickers children may have seen, asking for their contributions. Note the catchy phrases. Using the list as a stimulus, have the children create a bumper sticker slogan to help others to feel better about themselves.	Materials: Drawing paper Markers, Crayons	Written Expression Creative Thinking

GRADE 3 CONCEPT II

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE D The students will discuss problems which occur in groups, and identify constructive ways of solving these problems. TEACHER INFORMATION Elicit from the children that as members of a group they may influence the others by demonstrating positive behavior. The children will recognize that they have the means to influence others as well as to be influenced by them. Group members can contribute various talents and abilities to solving a mutual problem. Recognition of this enhances self-image and self-worth. The fourth circle on the Pick A Circle worksheet is left unlabeled so each child can fill in a group name or category with personal significance.	ACTIVITY 1. Group Problems (Role-Play) a. Present the children with a role-play situation which involves a problem within a group. Choose one group of children to act out the role-play while the rest of the class watches. Example: - Five children are working on a collective art mural. One child has not completed the work, and is fooling around with the paints. The other members of the group want to complete the project and are afraid that the project may be ruined by this child's carelessness. b. Have the class list ways of resolving the problem. Allow them to choose a solution, and complete the role-play. c. Have the class draw up a list of ideas about ways to solve problems which occur in groups. ACTVITY 2. Pick A Circle Have the children complete the worksheet, Pick A Circle, which centers on problem interactions within a group to which they belong. Have the children discuss their worksheets in small groups and look for similarities among their answers.	Teacher References: Developing Effective Classroom Groups by Gene Stanford Role-Play In the Elementary School by Pauline Burness Materials: Worksheet: Pick A Circle, p. 39	Written Expression

I HELPED A FRIEND

Monday - I helped _____ smile today when I _____.

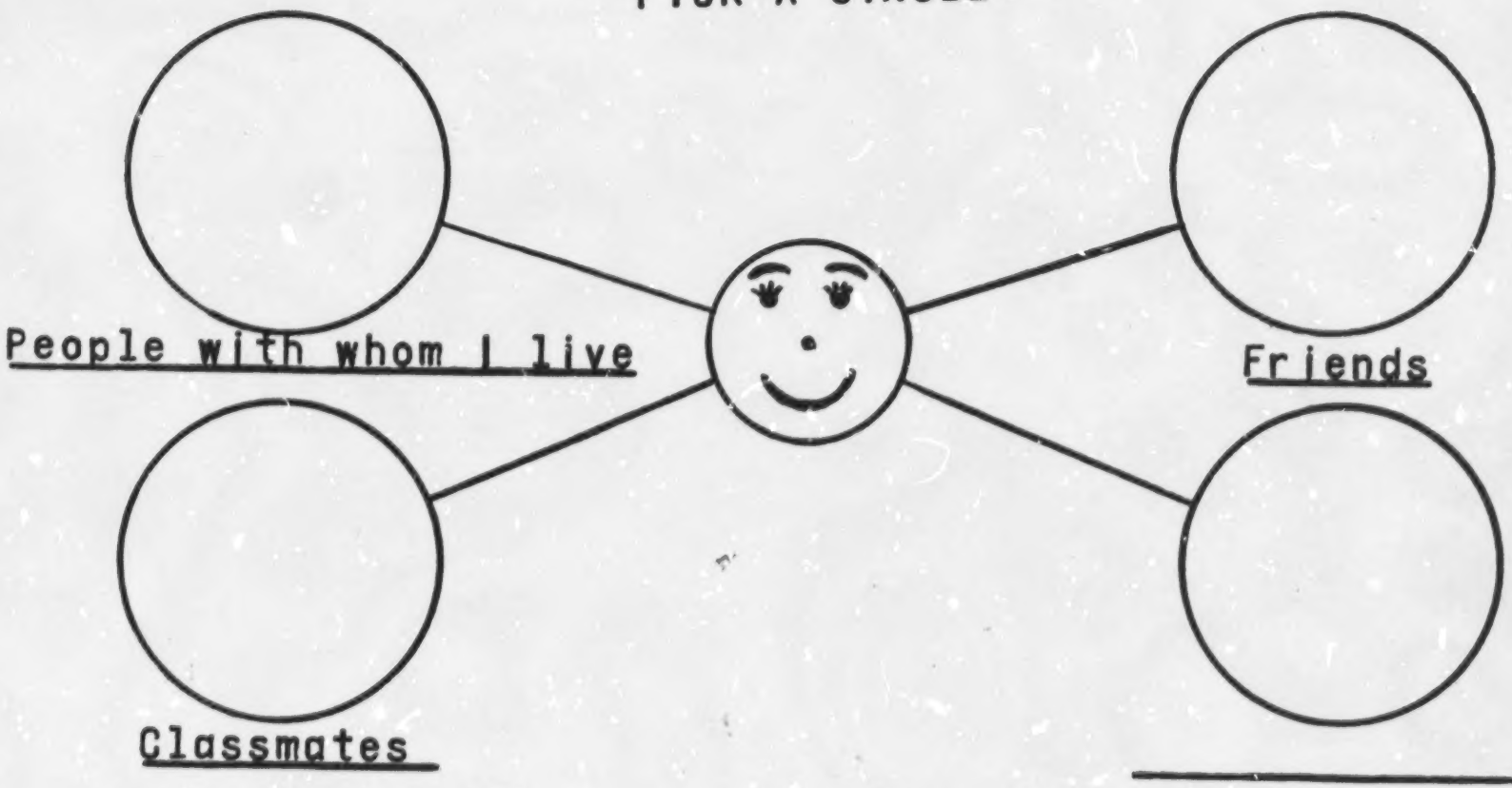
Tuesday - I helped _____ to feel better today when I _____.

Wednesday - I helped _____ work out a problem today when I _____ _____.

Thursday - I shared with _____ when I _____.

Friday - I feel _____ about the things I did for others this week.

PICK A CIRCLE



Choose one group. _____

Name one problem that occurs in the group. _____

_____

Why do you think it occurs? _____

_____

Do you think it can be solved? _____

What can you do about helping to solve the problem?

_____

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ENRICHMENT ACTIVITY FOR THE GIFTED:		
	ACTIVITY 3. A Time Capsule Divide the class into small groups. Provide each group with a small box and a stack of magazines. Explain that the box is a time capsule which will be buried and opened 100 years later. Their job is to choose 10 pictures of items which represent life today to put into that capsule so that people who open the box in 100 years will know how we lived. Allow time for the groups to complete the task. After sharing the items placed in the time capsule, focus on the dynamics of the group by asking questions such as: - How did you decide on the items? - Who was helpful? How? - What problems occurred in your group? - How did you solve the problem that occurred in your group? - If we did it again, what would we do differently? Why?	Materials: Small boxes (one per group) Magazines Scissors Teacher Reference: For additional ideas, consult Developing Effective Classroom Groups by Gene Stanford	Oral Expression
OBJECTIVE E The students will discuss the importance of gathering information before making a group decision.	ACTIVITY 1. Make A Decision Divide the class into small groups. Explain that they will be told a story. During the story, they will be asked to make a decision and take a stand regarding the actions of a story character. Their group must make a decision, and provide a reason for the decision. Provide an opportunity for any dissenting members of the group to present their points of view. Have groups share decisions with the class. (Cont'd on next page.)		Oral Expression

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

ACTIVITY 1. (cont'd)

Story One:

"Your group represents a member of a track team. Anthony is a star runner for the track team. This week he missed practice and an important race. The coach is very angry at him. The coach asks the members of the team to decide if Anthony should remain on the team."

Ask students:

What decision will your group make? Why? If you do not agree with the group, how do you feel? Why?

Give the students a chance to decide and have each group present its decision. Continue the story.

"Anthony arrives at practice and tells the team that his mother was suddenly taken ill. He had to live at his sister's house for the week. There was no one to get him to track practice. He was lucky that he got to school. Now his mother is home and things are getting back to normal. The coach asks the members of the track team to decide if Anthony should remain on the team."

Ask students:

What decision will your group make? Why? If you do not agree with the group, how do you feel? Why?

Give each group a chance to present and disucss its decision. Ask what Anthony might have done to help the situation.

(Cont'd on next page.)

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

ACTIVITY 1. (cont'd)

Story Two:

"Each group represents members of a band. Maria is in the band at school. During the concert, she hit some sour notes on her trumpet. The band leader is very unhappy and thinks Maria hasn't practiced. The bank leader asks the members of the band if they think Maria should remain in the band."

Ask students:

What decision will your group make? Why? If you do not agree with the group, how do you feel? Why?

Give the students a chance to decide and have each group present its decision. Continue the story.

"Maria explains that she has had new braces put on her teeth. She is having trouble eating and drinking and playing the horn."

Ask students:

Should she be asked to leave the band? Make a decision.

Give each group a choice to present and discuss its decision. Ask what Maria might have done to help the situation.

Draw from the children a generalization that more information may be needed before group decisons can be made.

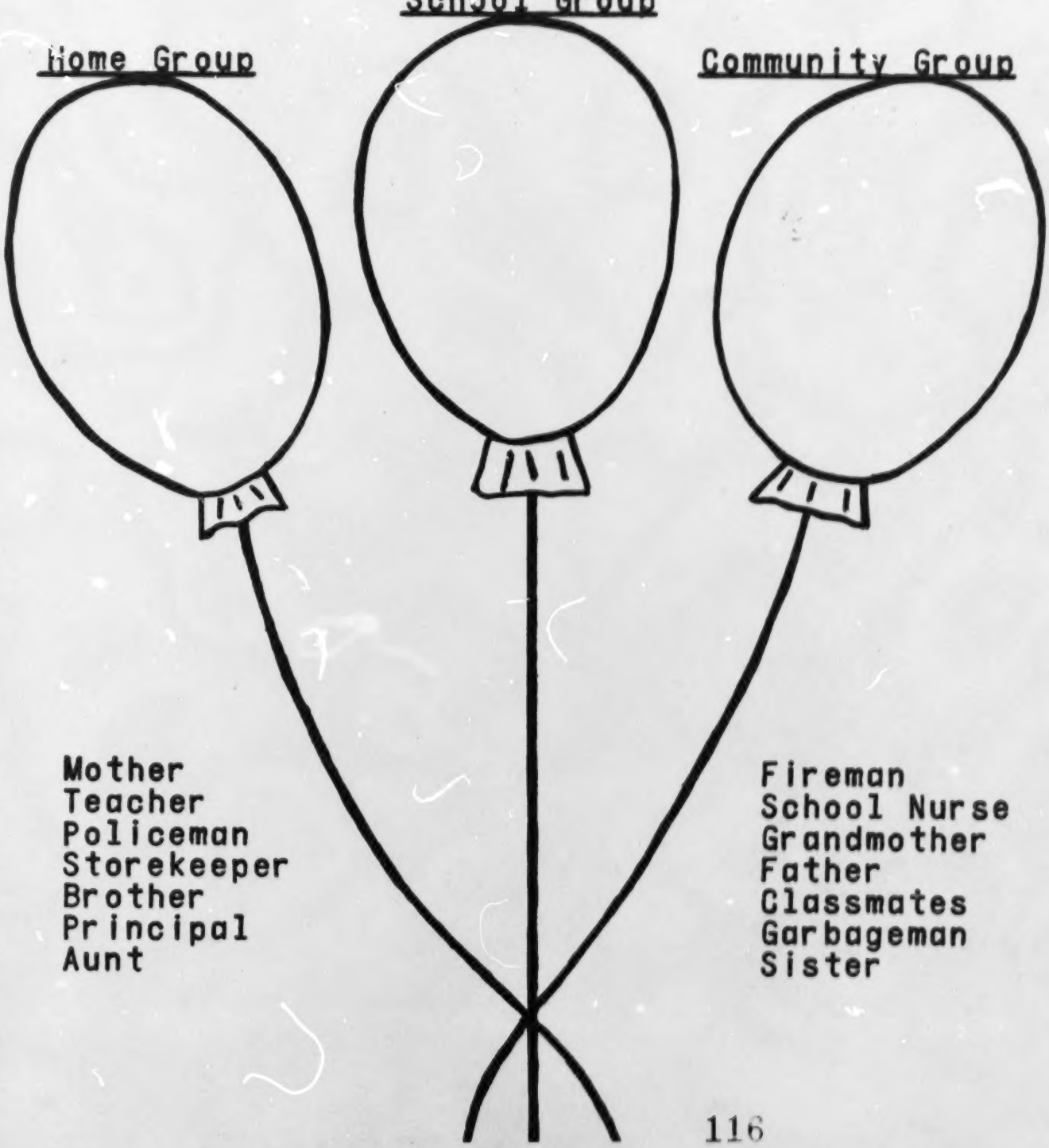
GRADE 3 CONCEPT II

CONCEPT: The groups to which we belong influence how we think and act.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
	ACTIVITY 2. What Do I Need To Know?		
	Divide the class into small groups. Present the groups with a series of situations. Ask them to list what other facts they might want to know before they make a decision.		Oral Expression
	Examples of Situations: - Lena sees Allison going through Jean's desk. She wonders why she is doing that. What would you want to know? Later that day, Jean is missing some money. Lena tells the teacher what she saw. You are the teacher. What would you want to know? What would you do? - Cory is very good in math. He got a bad mark on his last test. You are Cory's parents. What would you want to know? What would you do? - Jackie used to be your best friend. Now Jackie doesn't talk to you anymore. What would you want to know? What would you do? - Someone sprayed the school doors with paint. You saw Cindy and Sarah buying spray paint at the supermarket. You are the principal. What would you want to know? What would you do?		
	Discuss the information that might be needed before any decisions can be made.		
	CULMINATING CONCEPT EVALUATION ACTIVITY:		
	Our Group Evaluation:	Materials:	
	Have the children complete the Our Group evaluation sheets, and share their responses with the class. Record the results of the children's work for future planning.	Evaluation: Our Group, p. 45	Reading Spelling

EVALUATION: OUR GROUP

In each balloon place the people who may be included in the group.



GRADE 3 CONCEPT III

CONCEPT: To be physically and emotionally healthy, our bodies must be in a state of balance.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE A The students will name and locate six body systems and describe their functions. TEACHER INFORMATION The six body systems to discuss here include: - the skeletal system - the muscular system - the nervous system - the digestive system - the circulatory system - the respiratory system Activity 2, Body Outlines, is also included in the Tobacco Education Curriculum.	ACTIVITY 1. Six Body Systems a. List the six body systems on the chalkboard. Have the children name at least one part and one organ for each system and recognize one important function for each system. b. Divide the class into small groups. Have each group research one of the six systems listed, and prepare a simple report for class presentation. ACTIVITY 2. Body Outlines Have the children trace the body outlines of six class members on large sheets of brown paper. On each of the outlines have them draw in the parts and organs for one body system. Facts about the system can be written on the body for display on a bulletin board or in the hall. ACTIVITY 3. We Appreciate Have each child select one body system and create a collage of things s/he can do because of that body system. ACTIVITY 4. Additional Body Systems Activities Refer to Tobacco Education Curriculum, Grade 3	Teacher Reference: Take Joy, A Teacher's Guide to Six Systems of the Body (Local Cancer Society) Materials: Large brown paper Scissors Markers, crayons Materials: Scissors Magazines Paste Markers, crayons Teacher Reference: Tobacco Education Curriculum, Grade 3 (New York State Education Department)	Science Report Writing Science Art

GRADE 3 CONCEPT III

CONCEPT: To be physically and emotionally healthy, our bodies must be in a state of balance.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE B The students will explore the idea of balance and discuss how it relates to internal and external environments. TEACHER INFORMATION Our external environment includes everything outside us, including people and their behavior. Our internal environment includes all of the things inside us, including our feelings and our thoughts. TEACHER INFORMATION Concepts to which students can relate include weather, noise, pollution, poisons, dump sites, garbage, and people's moods and behaviors.	ACTIVITY 1. Balance in Our Internal and External Environments a. Have the students explore the sensation of balance, by standing in place without moving for one minute. Ask them to discuss how they feel. Have the students balance books or a ruler in one hand. They might try balancing on one foot, first with their eyes open, then with their eyes closed. Have them describe the sensations. b. Discuss the characteristics of internal and external environments with the children. Have the children draw pictures and cartoons that represent their internal and external environments. Each drawing should be made on a separate piece of paper. c. Divide the class into small groups and have each group classify their drawings into two categories: those that represent internal environments, and those that represent external environments. Have each group explain why they think their pictures belong under the categories they have chosen. d. Explain to children that a balance is necessary between internal and external environments to maintain a healthy body. Discuss how an external environment can upset this balance to produce uncomfortable feelings or sickness. Give an example, such as smoke pollution, which children can understand. Then ask children to provide other ideas.	Materials: Drawing paper Markers or crayons	Physical Education Art Oral Expression

GRADE 3 CONCEPT III

CONCEPT: To be physically and emotionally healthy, our bodies must be in a state of balance.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

ENRICHMENT ACTIVITY FOR THE GIFTED:

TEACHER INFORMATION

The concept of ecological balance is difficult to convey at this level. It is helpful to pre-plan the points to be made and examples to use. It also helps to anticipate misunderstandings, and responses to these.

ACTIVITY 2. External Environmental Balance

Have the children collage pictures that demonstrate ecological balance in their environment. Have the children share their collages, and ask them to provide a statement concerning their feelings about the collages they prepared. Ask the children: How is body balance like the ecological balance found in our environment (nature)? How are these two things related?

Art
Science
Critical Thinking

GRADE 3 CONCEPT III

CONCEPT: To be physically and emotionally healthy, our bodies must be in a state of balance.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE C The students will discuss certain feelings which affect balance and well-being. TEACHER INFORMATION If people feel they have to behave in a manner that does not convey their true feelings, they frequently feel an internal conflict which upsets their balance and well-being. They may only be aware, however, that they are uncomfortable. When children learn to recognize what the body responses indicate about their real feelings, it is a first step toward identifying ways they can change these feelings and restore body balance.	ACTIVITY 1. Feeling Feelings Write the following words on chart paper, under the heading "Feelings:" anger fear frustration boredom Ask several children to describe times when they have had each of these feelings. Have the children focus on the physical responses that occur when they feel these emotions. List these physical responses in a second column. Create a third column which discusses ideas about changing these feelings and relieving the responses: FEELINGS / RESPONSES / CHANGES anger / feel hot; tense; heart beats faster / Throw or bounce a ball; visit the privacy centers; talk it over with a friend. fear / upset stomach; shaking / Sit down and think about the situation; pretend there is nothing to be afraid of; whistle. frustration / same as for anger / Leave situation and come back later. (Cont'd. on next page.)	Materials: Experience chart paper or newsprint Marker	Oral Expression

CONCEPT: To be physically and emotionally healthy, our bodies must be in a state of balance.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

FEELINGS	RESPONSES	CHANGES
boredom	sleepy; restless	Get up and move around; exercise; get involved; breathe deeply.

Ask children to share stories about times when they had one of the feelings listed, how their bodies responded, and what they did in the situation.

TEACHER INFORMATION

This activity can also be done with stick puppets. Have the students create other situations where inner messages occur. The puppets that represent the inside of the children are without features.

ACTIVITY 2. Inside-Outside (Role-play)

Seat two children so that they face each other. Have a child stand behind each of the two children. The 4 children will role-play a situation. The children who are seated represent the two characters in the play. The children standing behind them represent the inner selves of these two charaters. These children express the inner feelings and thoughts of the seated children.

Situation: A patient is visiting the doctor's office to get an injection.

Child One (seated-patient): "Hello, doctor, it's nice to see you."

Child Two (standing-inner self): "I'm feeling nervous. I know I'll feel the prick of the needle."

Child Three (seated-doctor): "Hello, Eloise. I'm glad you came to get immunized."

Child Four (standing-inner self): "I hope the kid doesn't carry on and cry while she is getting her injection."

Teacher Reference:

Role-Play In the Elementary School
by Pauline Furness

Oral Expression

GRADE 3 CONCEPT III

CONCEPT: To be physically and emotionally healthy, our bodies must be in a state of balance.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION

SUPPLEMENTARY ACTIVITIES:

ACTIVITY 3. Be A Frog, A Bird or A Tree

Read a book to the children to see how some ideas and feelings can be changed.

Book:

Be A Frog, A Bird, Or A Tree: Rachel Carr's Creative Yoga Exercises for Children by Rachel Carr

ACTIVITY 4. Learning About Stress

Use a recorded story with music to help children understand how stress can upset body balance and things they can do when this occurs.

Audio Program:

Helping Children Understand About Stress (Kimbo Educational)

CULMINATING CONCEPT EVALUATION ACTIVITY:

Our Body Systems

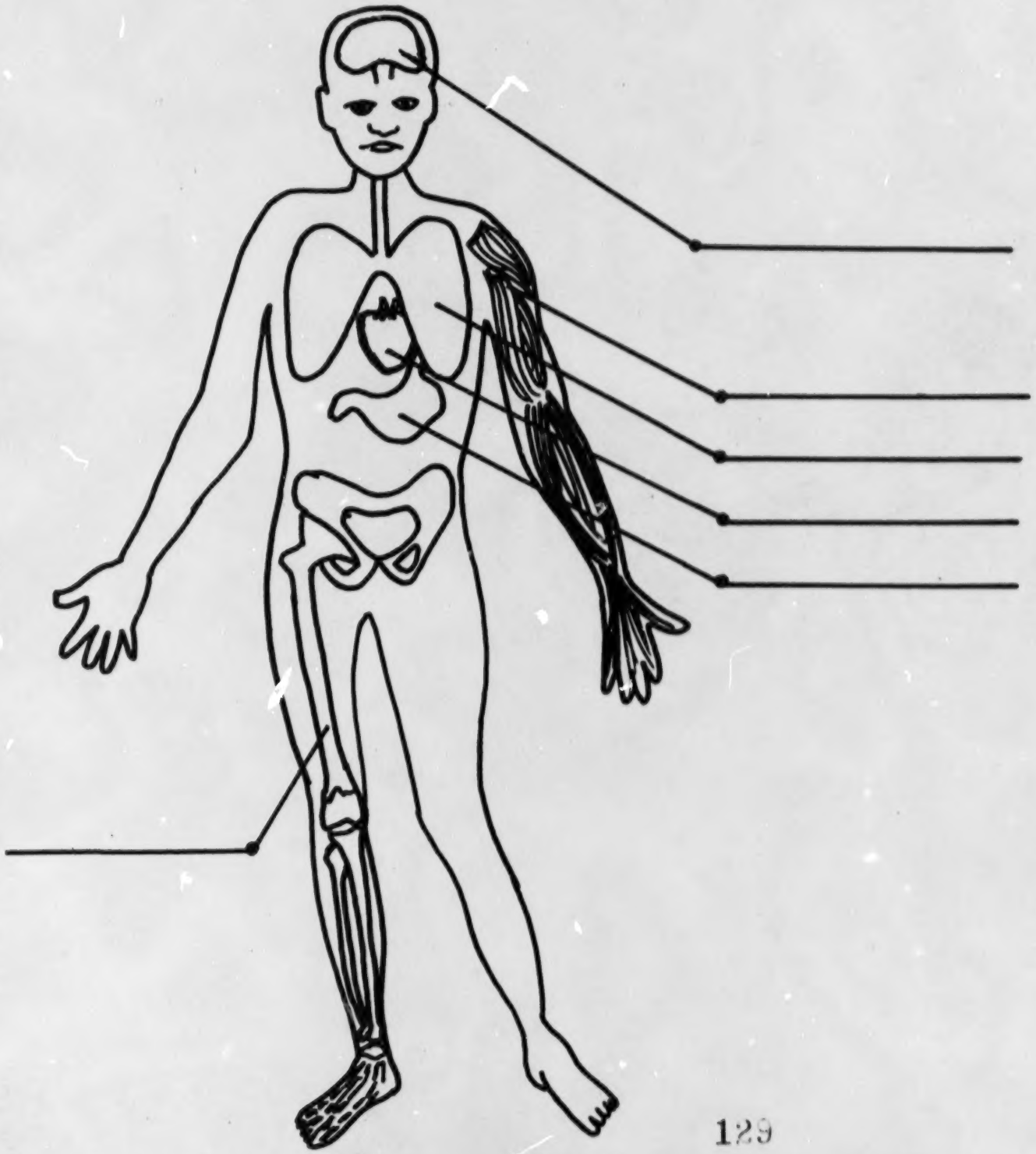
Have the children complete the evaluation sheet, Our Body Systems.
Ask them to share their answers, and have several children volunteer "I learned..." statements.

Materials:

Evaluation Sheet: Our Body Systems, p. 53

EVALUATION: OUR BODY SYSTEMS

Fill in the blanks that point to the body systems indicated.



GRADE 3 CONCEPT IV

CONCEPT: Assuming personal responsibility for safeguarding one's health is essential for a healthy life.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE A The students will identify habits that affect present and future health.	ACTIVITY 1. Daily Habits Have the children keep a record of their daily habits on the Daily Habits Check List. One week later, have the children bring their completed Daily Habits Check Lists to class and volunteer habits they have. Give other children a chance to indicate whether they have similar habits or different ones.	Materials: Daily Habits Check List, p. 57	Written Expression Oral Expression
TEACHER INFORMATION Activities 1, 2, and 4 are also included in the Tobacco Education Curriculum. Grade 3, pp. 33-38.	ACTIVITY 2. Feelings About My Habits Following Activity 1, have the children complete the worksheet, Feelings About My Habits. Children can then share these feelings with the class.	Materials: Worksheet, Feelings About My Habits, p. 59	Written Expression Oral Expression
See Introductory Section, A Sampling of Teaching Methods, for a description of the fish bowl technique.	ACTIVITY 3. Fish Bowl Have children participate in a fish bowl activity, using the topic, "A habit I would like to change is...."		Oral Expression
	ACTIVITY 4. My Health Resolutions As a follow-up to, and reinforcement of, the above activities, have children consider habits they would like to change and make resolutions to change them.	Materials: Worksheet, My Health Resolutions, p. 61	

DAILY HABITS CHECK LIST

ACTIVITY	MONDAY Yes	NO	TUESDAY Yes	No	WEDNESDAY Yes	No	THURSDAY Yes	No	FRIDAY Yes	No	SATURDAY Yes	No	SUNDAY Yes	No
Wake Up														
Brush Teeth														
Wash Hands and Face														
Radio/T.V.														
Eat Breakfast														
Dress														
Leave for School														
Lunch														
Afternoon Snack														
Exercise/Play														
Read/Draw/Practice/T.V.														
Supper														
Homework														
Read/Draw/Play/T.V.														
Bathe														
Brush Teeth														
Go to Sleep														

FEELINGS ABOUT MY HABITS

Fill in or underline words that show how you feel.

1. When I wake up I feel _____.
2. For breakfast I like to eat _____.
3. It takes me _____ minutes to dress.
   I feel this is (too fast, too slow, just right.)
4. The thing I like to do best in school is _____.
5. Something I could do better in school is _____.
6. My favorite food for lunch is _____
   _____.
7. I watch T.V. _____ hours a day.
   I feel this is (too much, not enough, just right.)
8. When I do homework I feel _____.
9. I do these things in my free time:
   _____.
   This makes me feel _____.
10. I go to sleep at about _____ o'clock.
    I feel _____ about this habit.

MY HEALTH RESOLUTIONS

I have kept a record of all my health habits. We have talked in class about why some of these habits might not be good to develop and keep my body healthy.

I,_____,
do resolve to change the following bad habits into good habits:

_____
_____
_____
_____

DATE _____

SIGNED _____

GRADE 3 CONCEPT IV

CONCEPT: Assuming personal responsibility for safeguarding one's health is essential for a healthy life.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE B The students will discuss the importance of assuming responsibility for one's health.	ACTIVITY 1. Select a. or b.		
	a. Responsibility Is... Have the children create a book called "Responsibility Is...." Definitions and feelings associated with their responsibilities for maintaining good health should be included and illustrated.	Materials: Drawing paper Markers, crayons	Art Written Expression
TEACHER INFORMATION Accepting responsibility for one's health develops self-esteem and encourages good mental health. Be prepared to give examples of responsiblities for those children who cannot think of one for themselves.	b. Have the children illustrate and write about tasks concerning their health for which they are responsible. Be sure they include their feelings. Have them share these ideas with the class.	Materials: Drawing paper Markers, crayons	Art Written Expresion Oral Expression
	ACTIVITY 2. Responsibility Fish Bowl Using the fish bowl technique, have the children discuss a time in their lives when they really felt they were responsible regarding a health decision.		Oral Expression
TEACHER INFORMATION See Introductory Section, A Sampling of Teaching Methods, for a description of the fish bowl technique.			
	ACTIVITY 3. Responsible Every Day Have the children brainstorm responsible decisions they make everyday about their health.		Oral Expression

GRADE 3 CONCEPT IV

CONCEPT: Assuming personal responsibility for safeguarding one's health is essential for a healthy life.

OBJ. & TEACHER INFO.	LEARNING ACTIVITIES	RESOURCES	INTEGRATION
OBJECTIVE C The students will set personal goals for protecting their bodies.	ACTIVITY 1. Select a. or b.	Materials:	
	a. Health Goals Have the children complete the worksheet, My Health Goals, regarding their health.	Worksheet: My Health Goals, p. 65	Written Expression
	b. Self-Evaluation Sheets Have the children complete the worksheet, Looking At Me, which focuses on health skills.	Materials: Worksheet: Looking At Me, p. 67	Written Expression
	CULMINATING CONCEPT EVALUATION ACTIVITY:		
	Word Find Evaluation Have the children complete the Word Find evaluation sheet, and discuss how the words relate to good health goals.	Materials: Evaluation: Word-Find, p. 69	

MY HEALTH GOALS

Three goals to improve:

1. _____
2. _____
3. _____

How to start:

1. _____
2. _____
3. _____

Who can help:

1. _____
2. _____
3. _____

When to start:

1. _____
2. _____
3. _____

Why I'm doing this:

1. _____
2. _____
3. _____

LOOKING AT ME

Motor Skills

I am good at _____.

I need improvement at _____.

School Skills

I am good at _____.

I need improvement at _____.

Personality Skills

I am good at _____.

I need improvement at _____.

Skills I need to work on _____

_____

_____

How to start _____

_____

_____

EVALUATION: WORD FIND

In this word-find there are some words we used in class. Can you find them?

C L I G H B E A C R H A
H I B O D E X T H E I C
O S F A C X T R O S R T
S T E D L F E M I P N D
I E S P G A R A C O S E
E N V I R O N M E N T C
T I T M E X A C S S F I
I N X E F E L L E I D S
B G I N R I S K S B S I
A C T I O N S D E L P O
H E X M A L A B C E A N
O P N I F E E L I N G S

ACTIONS
BALANCE
CHOICES
HABIT
RISKS
EXTERNAL
FEELINGS
GOALS
DECISIONS
INTERNAL
LISTENING
RESPONSIBLE
ENVIRONMENT

EVALUATION FORM*

1. Activities My Students Liked Best (Title and Page No.): _____

2. Activities My Students Found Uncomfortable: _____

3. Activities I Thought Were Best: _____

4. Activities I Would Not Use (Why?): _____

5. Information That Was Most Helpful: _____

6. Sections I Did Not Use: _____

7. Errors That Should Be Corrected (Page No?): _____

8. Things That Should Be Added: _____

9. How Does This Curriculum Compare With Others You Have Used? (Circle One)

   Best Better Than Most About Average Below Average Worst

10. Other Comments: _____

*When you have completed your Drug Education Unit, please fill in this form, fold, tape or staple, and mail to the Bureau of Drug Education. We look forward to receiving your input.

New York State Education Department
Bureau of Drug Education
Albany, NY 12234

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Drug Education
Albany, New York 12234

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